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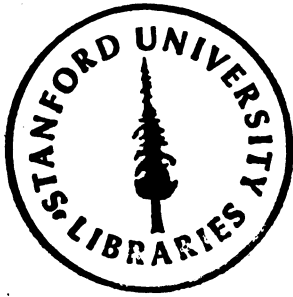
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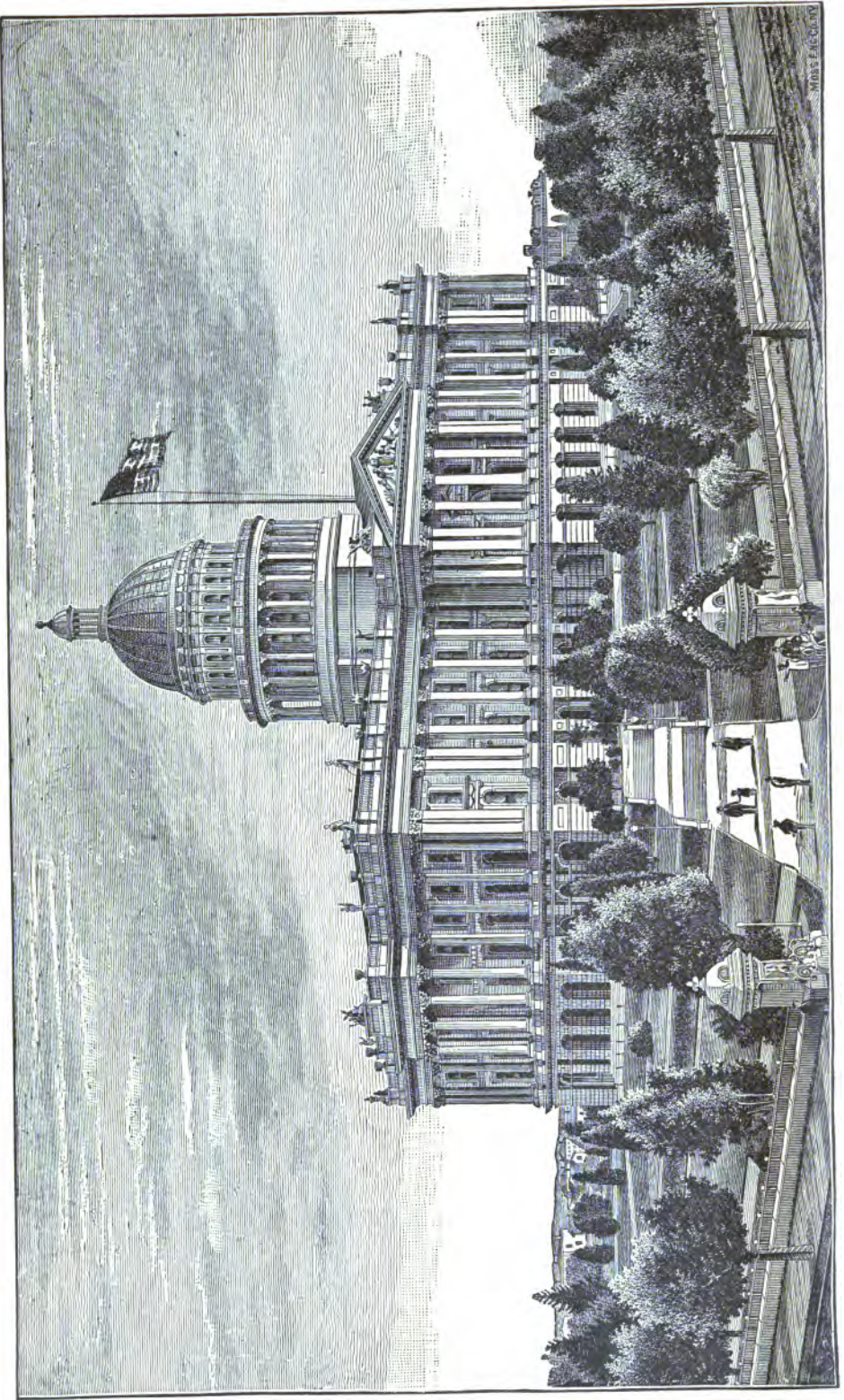
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STATE OF CALIFORNIA.

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

FOURTEENTH BIENNIAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

FOR THE

SCHOOL YEARS ENDING JUNE 30, 1889, AND JUNE 30, 1890.

TRANSMITTED TO THE GOVERNOR, DECEMBER 10, 1890.



SACRAMENTO:

STATE OFFICE, : : : : : J. D. YOUNG, SUPT. STATE PRINTING.
1890.

STATE OF CALIFORNIA.
DEPARTMENT OF PUBLIC INSTRUCTION.
CAPITOL, SACRAMENTO.

OFFICE REGISTER, 1889-90.

IRA G. HOITT State Superintendent.
MRS. JULIA B. HOITT Deputy State Superintendent.
*HOWARD A. MOSES } Statistical Clerk.
JOSEPH PENTECOST }
W. F. PURNELL Text-Book Clerk.
W. H. V. RAYMOND Text-Book Editor.
J. L. EVANS Porter.

*Died, May 2, 1890.



A 16675

STATE OF CALIFORNIA,
DEPARTMENT OF PUBLIC INSTRUCTION, }
SACRAMENTO, December 10, 1890. }

To his Excellency R. W. WATERMAN, Governor of California:

SIR: I have the honor to transmit herewith the fourteenth biennial report of the Superintendent of Public Instruction, for the school years ending June 30, 1889, and June 30, 1890, in accordance with Section 1532 of the Political Code of California.

Respectfully,

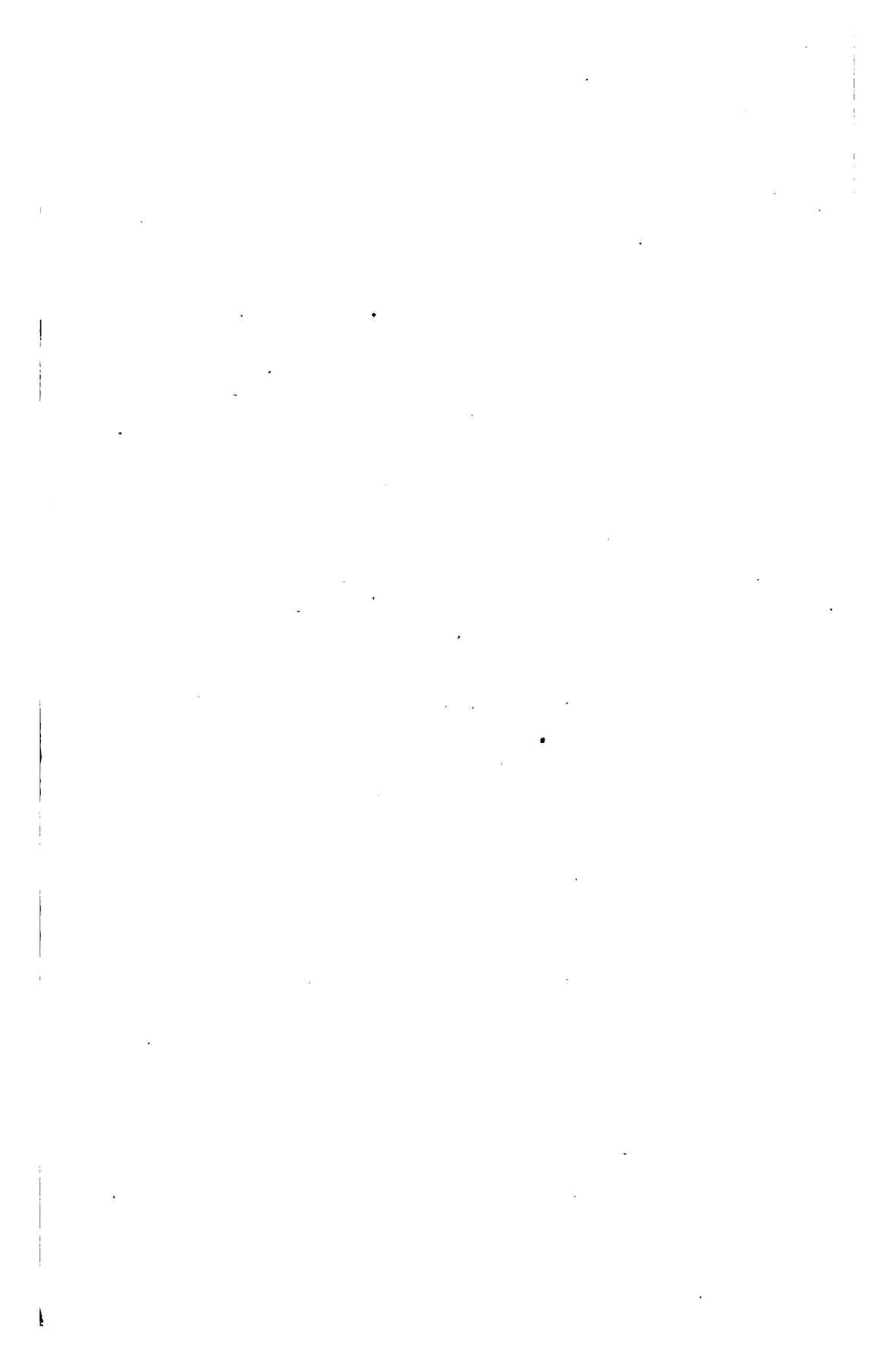
IRA G. HOITT,
Superintendent of Public Instruction.

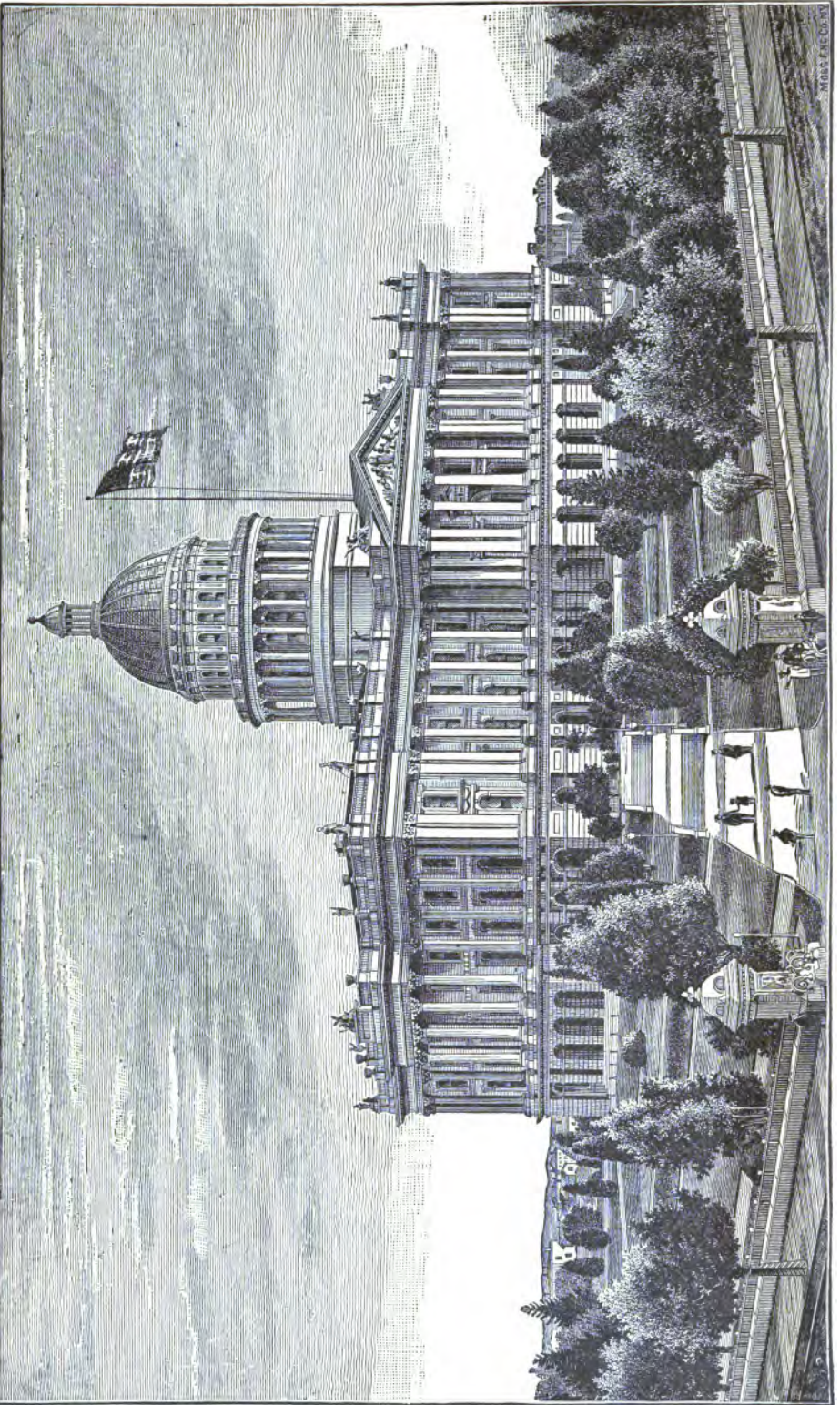
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IRA G. HOITT,
Superintendent of Public Instruction.

STATE BOARD OF EDUCATION.

1887-1891.

HON. R. W. WATERMAN Governor, Sacramento.
President of the Board.
HON. IRA G. HOITT.....Superintendent of Public Instruction, Sacramento.
Secretary of the Board.
PROF. C. W. CHILDS.....Principal State Normal School, San José.
PROF. IRA MORE.....Principal State Normal School, Los Angeles.
PROF. E. T. PIERCE.....Principal State Normal School, Chico.

STATE BOARD OF EDUCATION.

1891-1895.

HON. H. H. MARKHAM.....Governor, Sacramento.
President of the Board.
PROF. J. W. ANDERSON Superintendent of Public Instruction, Sacramento.
Secretary of the Board.
PROF. C. W. CHILDS.....Principal State Normal School, San José.
PROF. IRA MORE.....Principal State Normal School, Los Angeles.
PROF. E. T. PIERCE.....Principal State Normal School, Chico.

REPORT.

Although it cannot be said of California, as was once said of the Indiana school system, that, from its inception to the present time, no backward step has been taken, yet our progress, considering the youth of our State, has been greater than that of any other State in the Union.

The constitutional amendment giving all control over teachers' examinations and teachers' certificates to the County Boards, was a move in the wrong direction, and should be changed without further delay.

The lack of provision for High Schools is another mistake that is beginning to be more than ever keenly felt. The powers of the State Board of Education should be widened to admit of examining applicants for all State diplomas, and of licensing and appointing General Institute Conductors for the State, for whose employment and pay the law should provide. However, our school law, generally, is in a practical shape and works well.

Nowhere are there more liberal school appropriations, both State and local, than in California; and nowhere are there better schools, especially in the rural districts. Visitors among our district schools express surprise at the superior intelligence and culture of teachers employed in the outlying sections, miles away from traveled centers, at the professional pride displayed in the management of small schools of even less than twenty pupils, and at the efforts and sacrifices made to obtain for their districts a first class reputation.

In fulfilling the one duty of attending Institutes, many cases of enthusiasm have been noted. In one case, two young ladies traveled nine miles on snowshoes to be present, and in many others, long night journeys over mountains and rugged roads, and through winter storms, have been taken with the same purpose.

Science teaching, clay modeling, kindergarten methods, and manual training, can all be discovered in some of these schools, showing a spirit of progress undiscoverable in the same grade of schools in Eastern States.

This state of affairs is due to the good wages paid (the *minimum* amount of State appropriation to districts being \$400), to the excellent system of county supervision, and, *often*, to the professional spirit implanted by our Normal Schools.

The amount of money expended by the State for school purposes during the two years ending June 30, 1889, and June 30, 1890, has been more liberal than ever before. The growth of the State rendered this necessary, to do justice to all claimants for an education. We were, however, fortunate in having a Legislature that responded cordially to the needs of this department.

SCHOOL REVENUE AND RATE OF TAXATION.

Total amount of securities held in trust by the State Treasurer for the School Fund, according to the latest report from the State Controller to this office, is \$3,268,350, and consists of \$1,541,500 of State Funded Debt Bonds (6 per cent), and \$1,726,850 county bonds of

various counties of California ($4\frac{1}{2}$ to 8 per cent). The interest of this permanent fund, together with the interest on deferred payments on school lands sold, and the amount derived from State, county, and railroad taxes, constitute the State school revenue. To ascertain the total amount of revenue for school purposes in the State, we must add to the above the amount derived from the taxes levied for school purposes by the various cities and school districts of the State, and the amount received from poll taxes.

Total receipts from all sources in 1889	\$6,097,663 72
Total receipts from all sources in 1890	6,118,412 86
Total expenditures 1889	\$4,061,317 26
Total expenditures 1890	5,119,096 68
Total expenditures for two years	\$9,180,413 94

Add to this \$208,250 for the improvement and support of the three State Normal Schools, and we have the grand total expended in the State in two years for the cause of education, exclusive of the amount expended for the support of the State University, of \$9,388,663 94.

The total valuation of the property of the State for 1890, including railroads, according to the report of the Secretary of the State Board of Equalization, is \$1,115,014,022, and the rate of State tax is $19\frac{1}{2}$ cents on each \$100 valuation for the support of the common schools, and seven tenths of one cent on each \$100 valuation for the Grammar School Course (High) Schools in districts which have voted to adopt such course.

The details of receipts and expenditures will appear more fully in the statistical tables which follow in another part of this report.

The revenue from the State for the support of the State University is 1 cent on each \$100 property valuation. It has besides this, the interest on its endowment funds, and the Federal Fund granted to Agricultural Colleges.

EVIDENCES OF PROGRESS.

The following figures and comparative statements concerning the condition of the public schools and the progress made therein during the years ending June 30, 1889, and June 30, 1890, will show something of the results of the work done:

I. CENSUS STATISTICS.

1. ENUMERATION OF CHILDREN.

	1889.	1890.
Number of white boys between the ages of 5 and 17 years	137,174	140,130
Number of white girls between the ages of 5 and 17 years	134,292	136,665
Number of white children between the ages of 5 and 17 years	271,466	276,795
Number of white children between the ages of 5 and 17 years in 1888		266,898
Increase over 1888		9,897
Number of negro boys between the ages of 5 and 17 years	874	921
Number of negro girls between the ages of 5 and 17 years	879	914
Number of negro children between the ages of 5 and 17 years	1,753	1,835
Number of negro children between the ages of 5 and 17 years in 1888		1,643
Increase over 1888		192

CENSUS STATISTICS—Continued.

	1889.	1890.
Number of Indian boys between the ages of 5 and 17 years	410	470
Number of Indian girls between the ages of 5 and 17 years	319	381
Number of Indian children between the ages of 5 and 17 years	729	851
Number of Indian children between the ages of 5 and 17 years in 1888		676
Increase over 1888		175
Number of native born Chinese boys between the ages of 5 and 17 years	797	791
Number of native born Chinese girls between the ages of 5 and 17 years	557	610
Number of native born Chinese children between the ages of 5 and 17 years	1,354	1,401
Number of native born Chinese children between the ages of 5 and 17 years in 1888		1,283
Increase over 1888		118
Number of census children between the ages of 5 and 17 years	275,302	280,882
Number of census children between the ages of 5 and 17 years in 1888		270,500
Increase over 1888		10,382
Number of white children under 5 years of age	102,845	104,901
Number of negro children under 5 years of age	625	629
Number of Indian children under 5 years of age	223	227
Number of Chinese children under 5 years of age	481	545
Total number of children under 5 years of age	104,174	106,302
Total number of children under 5 years of age in 1888		98,203
Increase over 1888		8,099
Total number of children under 17 years of age		387,184

The percentage of increase and decrease of census children from 1886 to 1890, is as follows:

From 1886 to 1887, the increase was	4.80 per cent.
From 1887 to 1888, the decrease was	0.71 per cent.
From 1888 to 1889, the increase was	1.77 per cent.
From 1889 to 1890, the increase was	2.02 per cent.

2. AT PUBLIC SCHOOLS.

	1889.	1890.
Number of white children who attended public schools at any time during the school year	193,696	197,261
Number of negro children who attended public schools at any time during the school year	1,143	1,294
Number of Indian children who attended public schools at any time during the school year	241	311
Number of Chinese children who attended public schools at any time during the school year	149	94
	195,229	198,960
Average number of children belonging to the public schools	154,459	158,070
Increase over 1888		15,714
Average daily attendance of children	143,733	146,589
Increase in the average attendance over 1888		14,382

CENSUS STATISTICS—Continued.

	1889.	1890.
Percentage of average number belonging on total number enrolled...	71.54	71.28
Percentage of average number belonging on total number enrolled in 1888		68.75
Increase over 1888		2.53
Percentage of average daily attendance on total number enrolled ...	66.57	66.10
Percentage of average daily attendance on total number enrolled in 1888		63.86
Increase over 1888		2.24
Percentage of average daily attendance on average number belonging	93.05	92.73
Percentage of average daily attendance on average number belonging in 1888		92.88
Decrease from 1888		0.15
Percentage of daily attendance on total number of census children.	52.21	52.19
Percentage of daily attendance on total number of census children in 1888		48.88
Increase over 1888		3.31

The following table exhibits the percentage of daily attendance, average number belonging, and enrollment from 1886 to 1890:

YEAR.	Listed on Census.	Enrolled in Public Schools.	Per-centage Enrolled.	Average Number Belonging to Public Schools.	Per-centage.	Average Daily Attend-ance.	Per-centage.
1886	259,973	189,220	72.77	135,657	52.18	125,718	44.51
1887	272,448	196,907	72.27	138,640	50.89	129,297	47.46
1888	270,500	207,050	76.54	142,356	52.61	132,227	48.88
1889	275,302	215,905	78.42	154,459	56.11	143,733	52.21
1890	280,882	221,756	78.95	158,070	56.28	146,589	52.19

3. AT PRIVATE SCHOOLS.

	1889.	1890.
Number of white census children who attended only private schools at any time during the school year	20,293	20,944
Number of negro census children who attended only private schools at any time during the school year	33	32
Number of Indian census children who attended only private schools at any time during the school year	12	16
Number of Chinese census children who attended only private schools at any time during the school year	706	468
Total number of census children who attended only private schools at any time during the school year	21,044	21,460
Increase over 1888		692
Percentage of census children who attended only private schools	7.64	7.64
Percentage of census children who attended only private schools in 1888		7.68
Decrease from 1888		.04

Percentage of census children who attended only private schools from 1886 to 1890:

YEAR.	Listed on Census.	Enrolled in Private Schools.	Percentage.
1886.....	259,973	18,919	7.22
1887.....	272,448	22,661	8.32
1888.....	270,500	20,768	7.68
1889.....	275,302	21,044	7.64
1890.....	280,882	21,460	7.64

4. NOT ATTENDING ANY SCHOOL.

	1889.	1890.
Number of white census children who did not attend any school during the school year.....	57,477	58,590
Number of negro census children who did not attend any school during the school year.....	577	509
Number of Indian census children who did not attend any school during the school year.....	476	524
Number of Chinese census children who did not attend any school during the school year.....	499	839
Total number of census children who did not attend any school during the school year.....	59,029	60,462
Percentage of census children who did not attend any school during the school year.....	21.44	21.53
Percentage of census children who did not attend any school during the school year of 1888.....		22.63
Decrease from 1888.....		1.15

While it appears from the above table that 60,462, or 21.53 per cent of the census children, did not attend any school during the year ending June 30, 1890, and are seemingly growing up without education, it must be remembered that there are a large number of census children between five and six years of age who may be and really are excluded by Trustees, under the law, from attending the public schools. There are also a large number between ten and seventeen years of age who are absent because of their home circumstances, and a considerable number are kept away from school for a longer or shorter time by ill health. Still, I am constrained to believe that many of these 60,462 children above mentioned should be found in some school in the State, and that their parents or guardians should be compelled, by a wholesome compulsory educational law, to keep them there, at least till they have acquired the rudiments of education.

Since 1866 the non-attendance of census children has been as follows:

YEAR.	Listed on Census.	Attended no School.	Percent- age.
1866.....	85,152	21,771	25.57
1867.....	94,349	21,441	22.62
1868.....	102,183	23,583	23.08
1869.....	110,642	25,464	23.01
1870.....	121,751	27,067	22.23
1871.....	130,116	29,459	22.64
1872.....	137,351	30,781	22.41
1873.....	141,610	31,422	22.19
1874.....	159,717	39,678	24.84
1875.....	171,563	39,646	23.11
1876.....	184,787	43,023	23.29
1877.....	200,067	49,035	24.51
1878.....	205,475	50,674	24.66
1879.....	216,404	56,369	26.05
1880.....	215,978	52,140	24.17
1881.....	211,237	47,469	22.42
1882.....	216,330	49,541	22.90
1883.....	222,846	49,537	22.23
1884.....	235,672	53,552	22.72
1885.....	250,097	57,254	22.89
1886.....	259,973	56,967	21.90
1887.....	272,448	66,264	24.32
1888.....	270,500	61,345	22.68
1889.....	275,302	59,029	21.44
1890.....	280,882	60,462	21.53

RECAPITULATION.

	1889.	1890.
Total number of census children who attended public schools at any time during the school year.....	195,229	198,960
Total number of census children who attended only private schools at any time during the school year.....	21,044	21,460
Total number of census children who did not attend any school during the school year.....	59,029	60,462
Percentage of census children enrolled in public schools.....	70.92	70.83
Percentage of census children enrolled in private schools.....	7.64	7.64
Percentage of census children who did not attend any school.....	21.44	21.53

It should be borne in mind that some pupils attend school for a few days only, and do not return again during the year. The number in the daily average attendance is in many cases considerably less than the total number enrolled. Therefore, to ascertain the true extent to which the children of the State utilize the public schools, the calculation should be made on the *average number belonging*. We shall then have the following table:

	1889.	1890.
Number of census children belonging to public schools.....	154,459	158,070
Number of census children belonging to private schools.....	21,044	21,460
Number of census children not attending any school.....	59,029	60,462
Percentage of census children belonging to public schools.....	65.86	65.87
Percentage of census children belonging to private schools.....	8.97	8.94
Percentage of census children not attending any school.....	25.17	25.19

5. NATIVITY OF CHILDREN UNDER 17 YEARS OF AGE.

	1889.	1890.
Native born children, both parents native born.....	199,617	204,947
Native born children, one parent native born.....	54,100	56,317
Native born children, both parents foreign born.....	116,381	116,351
Foreign born children.....	9,378	9,569
Percentage of children of native born parents.....	52.60	52.93
Percentage of children, one parent foreign born.....	14.25	14.55
Percentage of children, both parents foreign born.....	33.15	32.52

II. SCHOOL STATISTICS.

	1889.	1890.
<i>1. Number of Districts and Schools.</i>		
Number of school districts.....	2,811	2,871
Number of school districts in 1888.....		2,712
Increase over 1888.....		159
Number of High Schools.....	21	24
Number of Grammar School Course Schools.....	41	55
Number of Grammar Schools.....	1,497	1,630
Number of Primary Schools.....	2,765	2,858
Total number of schools.....	4,324	4,567
Total number of schools in 1888.....		4,002
Increase over 1888.....		565
Number of school houses built of brick, stone, or adobe.....	102	115
Number of school houses built of wood.....	2,895	3,006
Total number school houses.....		3,121
Number of school houses erected.....	218	163
Number of school houses erected in 1888.....		154
Increase over 1888.....		9
<i>2. School Attendance.</i>		
Whole number of boys on school register.....	110,880	114,064
Whole number of girls on school register.....	105,025	107,692
Total number enrolled.....	215,905	221,756
Total number enrolled in 1888.....		207,050
Increase over 1888.....		14,706
Average number belonging.....	154,459	158,070
Average number belonging in 1888.....		142,356
Increase over 1888.....		15,714
Average daily attendance.....	148,733	146,589
Average daily attendance in 1888.....		132,227
Increase over 1888.....		14,362
Number enrolled in High Schools and advanced grade.....	2,928	3,548
Number enrolled in Grammar School Course Schools.....	2,194	3,558
Number enrolled in Grammar Schools.....	49,708	52,186
Number enrolled in Primary Schools.....	161,075	162,464
Total number enrolled.....	215,905	221,756
Total number enrolled in 1888.....		207,050
Increase over 1888.....		14,706

SCHOOL STATISTICS—Continued.

	1889.	1890.
Percentage of pupils in High Schools.....	1.35	1.60
Percentage of pupils in Grammar School Course Schools.....	1.02	1.60
Percentage of pupils in Grammar Schools.....	23.02	23.54
Percentage of pupils in Primary Schools.....	74.61	73.26
<i>3. Length of School Terms.</i>		
Districts maintaining schools less than six months.....	30	53
Districts maintaining schools less than six months in 1888.....		29
Increase (principally caused by floods and storms of the winter of 1889-90).....		24
Districts maintaining six months or over, but less than eight months.....	632	723
Districts maintaining six months or over, but less than eight months in 1888.....		872
Decrease (principally caused by floods and storms in the winter of 1889-90).....		149
Districts maintaining school eight months or over.....	2,119	2,090
Districts maintaining school eight months or over in 1888.....		1,782
Increase over 1888.....		308
Average number of months schools were maintained in all the schools of the State.....	8.02	7.88
Average number of months schools were maintained in all the schools of the State in 1888.....		7.61
Increase over 1888.....		.27
Average number of days schools were maintained in all the schools of the State.....	16,040	15,760
Average number of days schools were maintained in all the schools of the State in 1888.....		15,220
Increase over 1888.....		540
<i>4. Teachers and Salaries.</i>		
Number of male teachers.....	1,151	1,162
Number of male teachers in 1888.....		1,086
Increase over 1888.....		76
Number of female teachers.....	4,104	4,272
Number of female teachers in 1888.....		3,852
Increase over 1888.....		420
Total number of teachers.....	5,255	5,434
Total number of teachers in 1888.....		4,938
Increase over 1888.....		496
Average monthly salary paid to male teachers.....	\$78 23	\$80 70
Average monthly salary paid to male teachers in 1888.....		79 46
Increase over 1888.....		\$1 24
Average monthly salary paid to female teachers.....	\$65 13	\$66 20
Average monthly salary paid to female teachers in 1888.....		64 55
Increase over 1888.....		\$1 65

SCHOOL STATISTICS—Continued.

	1889.	1890.
Number of teachers who subscribe for some educational journal.....	3,441	3,794
Increase over 1888.....		948
Number of teachers who are graduates from California State Normal Schools.....	840	966
Increase over 1888.....		239
Number of teachers who are graduates from other Normal Schools.....	321	354
Increase over 1888.....		89
Total increase in the number of teachers who are graduates from Normal Schools over 1888.....		328
<i>5. County Superintendents.</i>		
Number of school visits made by County Superintendents.....	5,954	5,964
Number of school visits made by County Superintendents in 1888.....		5,133
Increase over 1888.....		831
Number of city and county certificates granted to males.....	454	468
Number of city and county certificates granted to females.....	1,379	1,530
Number of city and county certificates renewed.....	592	1,106
Number of applicants for certificates rejected.....	1,205	883
Amount of salaries paid County Superintendents.....	\$66,265 00	\$68,065 00
Amount of salaries paid County Superintendents in 1888.....		66,145 00
Increase (caused by the creation of Orange County).....		\$1,920 00
Average annual salary paid to County Superintendents.....	\$1,274 33	\$1,284 25
<i>6. Condition of School Houses, Apparatus, etc.</i>		
Districts having suitable accommodations for all pupils attending school.....	2,285	2,624
Districts not having suitable accommodations for all pupils attending school.....	274	218
Districts whose schools are provided with water-closets.....	2,494	2,637
Districts whose schools are not provided with water-closets.....	269	204
Districts whose schools have sufficient grounds.....	2,523	2,639
Districts whose schools have not sufficient grounds.....	222	202
Districts whose grounds are suitably improved.....	1,309	1,401
Districts whose grounds are not suitably improved.....	1,455	1,440
Districts whose school houses are well ventilated.....	2,611	2,747
Districts whose school houses are not well ventilated.....	153	104
Districts whose school houses are supplied with good furniture.....	2,021	2,104
Districts whose school houses are supplied with passable furniture.....	379	432
Districts whose school houses are supplied with poor furniture.....	360	310
Districts whose schools are well supplied with apparatus.....	1,473	1,541
Districts whose schools are passably supplied with apparatus.....	821	925
Districts whose schools are poorly supplied with apparatus.....	456	380
<i>7. District School Libraries.</i>		
Number of volumes in district libraries.....	460,298	505,392
Increase over 1888.....		77,050
<i>8. School Visits.</i>		
Number of visits made by County Superintendents.....	5,954	5,964
Number of visits made by Trustees.....	15,925	16,428
Number of visits made by other persons.....	116,281	130,385
<i>9. Teachers' Institutes.</i>		
Number of Institutes held.....	46	45
Number of Institutes held in 1888.....		43
Number of teachers who attended Institutes.....	4,811	4,965
Number of teachers who attended Institutes in 1888.....		4,364
Increase over 1888.....		631

III. FINANCIAL STATISTICS.

	1889.	1890.
<i>1. Receipts.</i>		
Balance on hand at beginning of school year.....	\$810,918 82	\$1,099,514 30
Received from State apportionments.....	2,507,483 35	2,627,470 59
Received from county apportionments.....	1,289,074 10	1,320,904 25
Received from city and district taxes.....	1,153,180 54	972,431 50
Received from miscellaneous sources.....	337,006 91	98,092 22
Total receipts.....	\$6,097,663 72	\$6,118,412 86
Percentage from State apportionments.....	41.12	42.95
Percentage from county apportionments.....	21.14	21.59
Percentage from city and district taxes.....	18.91	15.89
Percentage from balance on hand and miscellaneous sources.....	18.83	19.57
Amount of State apportionments per census child.....	\$9 11	\$9 36
Amount of State apportionments per census child in 1888.....		8 01
Increase over 1888.....		\$1 35
Amount of county apportionments per census child.....	\$4 68	\$4 70
Amount of county apportionments per census child in 1888.....		4 12
Increase over 1888.....		\$0 58
Amount of city and district taxes per census child.....	\$4 19	\$3 46
Amount of city and district taxes per census child in 1888.....		3 90
Decrease from 1888.....		\$0 44
Amount apportioned from balance on hand and miscellaneous sources.....	\$4 17	\$4 26
Amount apportioned from balance on hand and miscellaneous sources in 1888.....		2 94
Increase over 1888.....		\$1 32
Total receipts per census child.....	\$22 15	\$21 78
Total receipts per census child in 1888.....		18 97
Increase over 1888.....		\$2 81
<i>2. Expenditures.</i>		
Amount paid for salaries.....	\$3,343,191 80	\$3,594,588 98
Amount paid for rents, repairs, and contingent expenses.....	624,810 95	706,995 12
Amount paid for school libraries.....	59,522 72	71,121 94
Amount paid for school apparatus.....	33,791 82	42,442 85
Total current expenses.....	\$4,061,817 29	\$4,415,148 89
Amount paid for sites, buildings, and school furniture.....	935,548 42	703,947 79
Total expenses.....	\$4,996,865 71	\$5,119,096 68
Percentage of current expenses for teachers' salaries.....	82.32	81.42
Percentage of current expenses for contingent expenses.....	15.38	16.01
Percentage of current expenses for school libraries.....	1.47	1.61
Percentage of current expenses for school apparatus.....	.83	.96
Cost of tuition per scholar enrolled in the public schools (teachers' salaries, rents, repairs, etc., libraries, and apparatus).....	\$18 81	\$19 91
Cost of tuition per scholar enrolled in the public schools (teachers' salaries, rents, repairs, etc., libraries, and apparatus) in 1888.....		17 87
Increase over 1888.....		\$2 04

FINANCIAL STATISTICS—Continued.

	1889.	1890.
Cost of tuition per scholar, average number belonging (teachers' salaries, rents, repairs, etc., libraries, and apparatus)...	\$26 29	\$27 93
Cost of tuition per scholar, average number belonging (teachers' salaries, rents, repairs, etc., libraries, and apparatus) in 1888		25 98
Increase over 1888		\$1 95
Cost of tuition per scholar, average daily attendance (teachers' salaries, rents, repairs, etc., libraries, and apparatus)...	\$28 25	\$30 12
Cost of tuition per scholar, average daily attendance (teachers' salaries, rents, repairs, etc., libraries, and apparatus) in 1888		27 97
Increase (caused principally by the creation of new small districts)		\$2 15
<i>3. Valuation of School Property.</i>		
Valuation of sites, school houses, and furniture	\$12,031,278 00	\$12,746,308 00
Valuation of school libraries	540,828 00	579,659 00
Valuation of school apparatus	272,664 00	298,176 00
Total valuation	\$12,844,770 00	\$13,624,143 00.
Total valuation in 1888		10,563,780 00
Increase over 1888		\$3,060,363 00

A brief analysis of the preceding figures will show that there was expended about 15 per cent more for all purposes in conducting the public schools for the year ending June 30, 1889, than for the year ending June 30, 1888. For this increased expenditure, the State has two hundred and eighteen new school houses erected during the year, and the schools must be credited with a daily average attendance of eleven thousand five hundred and six more pupils than attended the public schools in the year ending June 30, 1888, and an average increase in the length of school terms of nearly two weeks.

It shows an increase of 2 per cent in the number of teachers who have had professional training for their work in Normal Schools; and strong evidence that our teachers are more than ever determined to keep up with the times, and strengthen their professional standing, is shown by their increased attendance at County Institutes, and by the greater number (five hundred and ninety-five) who subscribe for and read some educational journal.

That School Trustees are more attentive to their duties is indicated by the increased number of visits (three thousand four hundred and twenty-seven) made by them to the schools; and the eighteen thousand and twelve more visits by parents and friends of the pupils bespeak an augmented interest amongst the people in the work of education; while County Superintendents have shown a growing appreciation of their duties by making eight hundred and twenty-one more visits than during the previous year.

A careful observation of the comparative table for 1889 and 1890 will show that the percentage of attendance on the average number belonging, in 1890, was only 1 per cent less than in 1889; that one hundred and eighty-four more teachers attended Institutes; that County Superintendents made ten more visits; that Trustees made five hundred and three

more visits; that parents, guardians, and friends made fourteen thousand one hundred and four more visits in 1890 than in 1889; that there were one hundred and sixty-three new school houses erected; that three hundred and fifty-three more teachers subscribed for educational journals. The decrease of 1 per cent in the percentage of attendance, and the shortening of the average length of the school term throughout the State by two and eight tenths days, was caused by the floods and storms of the severe winter of 1889-90. It is indeed surprising that more disastrous results did not come from this source.

The foregoing figures and statements, compiled from the reports of County Superintendents, together with my own extensive and careful observations in the Institutes and class-rooms, constrain me to congratulate the people of California upon the fact that the schools of the State were never in better condition than at present; that the Superintendents and teachers never evinced a better spirit of emulation, nor a stronger determination to excel in their work. Therefore, never before have the people received a larger equivalent for the money expended in conducting the public schools.

REASONS FOR THE GOOD CONDITION OF OUR PUBLIC SCHOOLS.

First—California pays her teachers a higher average salary than any other State in the Union.

Second—She requires a higher average standard in the qualifications of her teachers, and, by law, she pays to women teachers the same salary as to men, when doing the same or similar work.

Third—The superior method of school supervision, heretofore mentioned.

Fourth—An increasing interest evinced by parents and the general public in school work, and a much greater attention and encouragement given by the public press of the State, which has created a better school sentiment and a higher appreciation of the value of our public schools.

I am convinced that the various courses of study in operation throughout the State are too crowded, and that our schools would be still better than they are now if the amount of work were reduced, or the time for completing it extended one year.

COMPULSORY EDUCATION.

Again it seems necessary to refer to the desirability of a compulsory education law, whose provisions can and will be enforced.

Our present law has been so long inoperative, that people are not awake to the imperative importance of this point. If the State furnishes free education as a safeguard to itself, the results aimed at are not attained unless all children receive the benefits provided.

The indifference, greed, or dissoluteness of parents and guardians, should not be allowed to form a barrier to these results. If good citizens are desired, the children must be trained in the principles which make good citizens, or they will surely make bad ones. The State has a right to see that this is done, that her future well-being is not jeopardized.

Continental nations have enacted the strictest laws requiring all children of certain ages to attend school. As a nation, we have been lax in

this respect. About 22 per cent of the children in our State attend no school.

It should here be remembered that the children between the ages of five and six years are not admitted to the public schools, although they are included in the census rolls. Positive and effective measures should be taken to suppress this evil, or it may prove to be a leak that may imperil the safety of the entire ship.

SCHOOL ACCOMMODATIONS.

At the time of the last report there were several parts of the State, especially in the south, which were sadly lacking in school accommodations. This condition was brought about by a rapid and large immigration to those localities. The people, however, have been equal to the situation, and wherever increased facilities are needed there have been, as a rule, efforts made to meet the demands, and some of the new buildings are models of architectural beauty without, and arranged within with some degree of comfort for both teachers and pupils. There are still some districts where the school buildings stand like a blot on the face of Nature. These should give place to better buildings, which should be made attractive by beautifying the surroundings.

COUNTY INSTITUTES.

In all counties having twenty districts or more the law makes a yearly County Institute imperative. The session is from three to five days, attendance is compulsory, and salaries are continued.

As a whole, the Institutes during the past two years have been satisfactory. The majority of the teachers have shown an interest, an enthusiasm, an ability, and, above all, a wish for progress that bodes well for the results desired.

There are still some, however, who cannot yet see that such meetings are limited Normal Schools, wherein much might be garnered suitable for their work, did they have professional spirit and appreciative minds.

The revocation of certificates for non-attendance, in a few instances, has had the effect of emphasizing, in the minds of the teachers, the importance of the law. At some of the Institutes the attendance of parents and Trustees was gratifying. Two counties included a "Trustees' Day" in their programs, with good results. I cannot commend too highly the energy displayed by most of the Superintendents in the conduct of their Institutes in maintaining a perfect and prompt attendance, in requiring some exercise or discussion from every member, and in preparing such programs as would be both interesting and beneficial.

Exhibits of school work have been displayed in a number of counties that stimulates a generous rivalry and determination for still better work in the future.

A great improvement in the work of the Institutes would be to drop many of the addresses and supply their place with discussions and class exercises. In many places, too, I should, in fact, be in favor of foregoing some of the evening lectures, which absorb so large a part of the Institute Fund; believing that where faithful attendance and preparation is given by the teachers to the daily sessions, the evenings should as a rule be free for rest or social intercourse.

The great majority of teachers are non-receptive to abstract pedagogics. They demand subject-matter illustrative of principles and methods and filled with practical detail. For this reason a lesson given to a class of children, or, considering a number of the teachers as a class, is especially valuable.

But since the advanced methods of instruction are based upon the natural laws of mind, and a clear understanding of them, it is well to introduce to teachers' attention the importance to them of psychological study, and urge them to investigation and practice of its principles.

When properly conducted, the Teachers' Institute is a power for good to our schools. Here may be obtained a knowledge of the condition of other schools in the county, and a comparison may stimulate to do better work, or encourage in the pursuance of work already well begun. The experience of older and more progressive teachers can be listened to and adapted, as the needs of different neighborhoods may require. And more than all, here may be found the sympathy which makes a teacher feel the strength and power of association—that strong hands and willing hearts are helping her, even as she is willing to give help in return. A new importance is given to the work, and renewed zeal and earnestness are garnered for the future.

The law requiring Trustees to pay teachers for Institute week should never be evaded, and it is to be regretted, that for this purpose the terms are occasionally purposely fixed so as to bring this week into the vacation.

Still greater good could be accomplished at Institutes were our law so amended as to admit of employing competent and regularly appointed conductors. In this way, the poorer and more remote counties would receive equally as good instruction as those which are better equipped. These conductors should be appointed by the State Board of Education, and the State Superintendent should have a voice in fixing the time for holding the Institute.

The practice of requiring the legal fee of \$2 for *renewed* certificates is not uniform throughout the State. It *should* be. The requirement is a just one, and the purposes to which the money is applied, viz.: the Institute Fund and Teachers' Library, are important.

INSTITUTE PROGRAM.

The accompanying program is herewith printed as a sample of the exercises of our County Teachers' Institutes:

MARIN COUNTY TEACHERS' INSTITUTE FOR 1890.

INSTRUCTORS.

L. D. P. Syle, A.M.	.....	Yale College.
Prof. Will S. Monroe	.....	City Superintendent, Pasadena.
Hon. Ira G. Hoitt	.....	Superintendent of Public Instruction.
Robert Furlong	.....	County Superintendent.

ORDER OF EXERCISES.

MONDAY.

1:15 P. M.—Roll call. Organization.

The following officers and committees are appointed, subject to approval by Institute:
C. S. Smyth, Miss May Cooper, Vice-Presidents; W. R. Hussey, Secretary.

Resolutions.—F. E. Crofts, J. B. Davidson, and E. L. Collins.

Music.—Miss Belle C. Brown, F. E. Crofts, and chosen assistants.

Introductory address, by Superintendent Robert Furlong.

How to Make Institutes Most Beneficial, by L. D. P. Syle.

Recess.

Written examination in school law, conducted by County Superintendent of Schools.

TUESDAY.

9 A. M.—Roll call.
Reading of minutes.
School Government, by L. D. P. Syle.
Hints for Primary Work, by Miss A. A. Gates.
Arithmetic for lower grades, by James B. Davidson.

Recess.

Arithmetic, by L. D. P. Syle.
Method in Percentage, by R. B. Warren.

Afternoon.

1:15.—Music. Roll call.
Address, by Hon. Ira G. Hoitt.
Forestry, Arbor Day Observance, by E. L. Collins.
Notes from a Country District, by Miss K. A. Chandler.
Temperance Lessons for Little Folks, by Miss Agnes Stowell.

Recess.

Advanced Primary Geography, by Miss L. G. Atwater.
County Map Drawing, by Miss K. C. Batchelder.
Aids and Manner of Teaching Geography, by L. D. P. Syle.

Evening Lecture—7:45.

Travels in the Old World, by L. D. P. Syle.

WEDNESDAY.

9 A. M.—Roll call.
Reading of minutes.
A Teacher's Equipment in History, by L. D. P. Syle.
First Lessons in United States History, by Miss Belle C. Brown.
Spelling for Primary Pupils, by Miss M. E. Norton.

Recess.

Supplemental Work for Little Fingers, by Miss Florence A. Ellis.
Kindergarten Methods in Primary Schools, by L. D. P. Syle.

Afternoon.

1:15.—Roll call.
Memorial exercises; tribute to the memory of Miss Gazena A. Garrison, died November, 1889, by Miss M. B. Palmerlee.
What Makes a Great Country and Good Citizens, by L. D. P. Syle.

Recess.

Drawing, by Miss May Cooper.
Literature, by L. D. P. Syle.

THURSDAY.

9 A. M.—Roll call.
Reading of minutes.
The Child we Teach, by Will S. Monroe.
Things Neglected, by A. G. Burnett.

Recess.

Language Work and General Exercises, by Will S. Monroe.

Afternoon.

1:15.—Roll call.
What Teachers Should Read, by Will S. Monroe.
Quotations—Class Exercise, by Miss Mary Farrell.
Manners and Morals, by Will S. Monroe.

Recess.

Some Studies in Natural History, by W. R. Hussey.
Science Teaching, by Will S. Monroe.

FRIDAY.

9 A. M.—Roll call.
Reading of minutes.
School Discipline, by Will S. Monroe.
"Section 1702," by J. M. Kirkpatrick.
Elementary Geometry, by F. E. Crofts.

Recess.

Educational Work in the Older States, by Miss M. Augustine.
Geography and Sand Modeling, by Will S. Monroe.

Afternoon.

1:15.—Roll call.

A Plea for Higher Education, by C. S. Smyth.
Reading and Thought Getting, by Will S. Monroe.

Recess.

Supplementary Reading, by Will S. Monroe.
Reports of committees.
Adjournment—4 P. M.

Some City Superintendents have established the custom of holding bi-monthly Institutes on Saturday, and it has invariably resulted in raising the grade of teaching and the qualifications of the teachers.

Having visited a large number of County Teachers' Institutes and met and conferred with a majority of the teachers of the State, and noted the ability and intelligence with which they have discussed educational questions, I have no hesitation in saying that our teachers generally are thoughtful, earnest, educated men and women, and that as a whole they are doing thorough, honest work. From what I know of the requirements of teachers in other States, and the work done by them, I am persuaded that no State in the Union has a better corps of teachers, as a whole, than California.

The amount expended in conducting the Institutes in forty-five counties during the fiscal year ending June 30, 1890, was \$6,133 83, and it is believed that a full equivalent therefor will be found in the improved methods of work done in the schools.

COUNTY SUPERINTENDENCY.

The importance of efficient school supervision can scarcely be over-estimated. The supervision of the county school, with its innumerable duties, carries with it bane or blessing as the case may be. The County Superintendent must be a mine of suggestion; for the improvement of methods of teaching he must be a mentor, gentle but firm, to warn the indolent, the ignorant, or the injudicious of their errors; his temper must be like Damascus steel and his constitution like iron. His influence is more extended than that of any other county officer, and his responsibilities more weighty.

For this reason he should be elected with special reference to his fitness for the office, which should be entirely removed from the contamination of partisan politics. An educational and moral qualification should be required, regardless of party affiliations, and no candidate should be accepted who fell short of the standard.

It would be a step towards the improvement and protection of school superintendencies if the elections therefor could be held at a different time from those of other officers, as was formerly the case here.

The Constitution would have to be amended to bring this about, but the result would justify such action.

The State Superintendent of Minnesota gives his opinion on this point in these words:

"Because, therefore, of the importance of this office, I must again call attention to the serious embarrassments which Superintendents of

counties suffer in being chosen at popular elections, at times when all the agencies of party prejudice, personal enmities, and personal ambitions conspire to obscure a sound judgment, and prevent a careful selection of an officer who is thoroughly competent to discharge the duties of the office. As a result, efficient Superintendents are often displaced when most useful, and the best are greatly tempted to secure themselves in their positions by methods more political than educational. All these things detract from the character of the position, and often create artificial barriers to usefulness."

During the past four years California has been favored with a rarely efficient body of County Superintendents, seven of them being women, not one whit behind the men in energy and fidelity to their duties.

By association and correspondence I have known of their labors, and am sure that they have shown an untiring energy, an ambition to accomplish the best results, and an integrity of purpose worthy of the highest commendation.

It is the letter and the intent of our law to give all Superintendents their traveling expenses, but it is a pitiful fact that in some counties this plain obligation of the statute is disregarded, and the expenses incurred in the faithful discharge of their legal duties are not reimbursed.

"About the worst use to which we can put a County Superintendent," says an eastern educator, "is to confine him within the walls of his office, doing the work which a clerk could do as well, while he, himself, ought to be out among his schools, directing, encouraging, stimulating, everywhere making his influence felt by his energy and enthusiasm."

And it follows that visits and inspection would be more serviceable and thorough if not circumscribed by economical calculations made necessary by an already too limited income. Besides this, a good Superintendent can perform an important work with the parents and citizens generally. He can broadcast ideas on the importance of education, and the benefits it will bring to the individual, the family, and the State. He can aid their efforts to increase the opportunities of their children for a better education, and guide them into the most profitable channels. He can impress upon parents and Trustees the necessity of prompt and regular attendance, the injury and loss resulting from the employment of incompetent teachers, the importance of some degree of patriotic instruction, and can, in short, impart an intelligence regarding education that will be reflected in the well-being of the schools.

In fact, a County Superintendent should be a man or woman of infinite tact, of high intelligence, of varied resources, of indomitable energy, of unflinching enthusiasm, courteous firmness, and unimpeachable habits.

BIENNIAL CONVENTION OF COUNTY SUPERINTENDENTS.

There was an attendance at the Biennial Convention, December, 1888, of thirty-four County Superintendents. The difficulties of travel from the more remote counties, in the winter season, offered a reasonable excuse for some absences, but as the law specifies attendance at this meeting as one of the duties of a County Superintendent, and provides for his expenses, it is to be regretted that some who were in reasonable traveling distance did not present themselves.

The session was one of more than ordinary importance. The entire

school law was taken up section by section, and amendments suggested wherever experience had proved the law to be defective. A committee of Superintendents was then appointed to embody the proposed changes in a bill to be presented to the coming Legislature. The work was faithfully performed and the bill was finally passed.

Some of its new provisions are as follows:

IMPORTANT LEGISLATION.

State Board of Education meets four times a year, instead of twice. Thirty-five months of teaching, extended through five calendar years, are fixed as the experience required of applicants for State educational diplomas. Seventy months of teaching, extended through ten calendar years, are fixed as the experience required of applicants for State life diplomas.

A delegate from each County Board of Education is permitted to attend the Biennial Convention of County Superintendents.

The fee for county certificates is raised from \$1 to \$2, and one half of the fund so accumulated is devoted to the purchase of a teachers' reference library.

The time of forming new school districts is restricted to the time between January first and May tenth, and the distance from any school house of the residence of petitioners for same is increased to *two* miles.

It is made incumbent upon School Trustees to appoint janitors.

The pay of Census Marshals is fixed not to exceed \$6 per day, and a per capita compensation for such service is specially forbidden.

It is made one of the specific duties of the District Clerk to place the educational journal designated as the official organ of the Department of Public Instruction in the school library each month.

The study of civil government is added to the course of instruction.

It is required that beginners, in schools having more than two teachers, be taught by teachers of at least two years' experience, or by Normal graduates.

The books and apparatus purchased for district libraries are required to be selected from lists adopted by County Boards, and all districts are required to furnish a stamp for their libraries, with which all books must be stamped and thus identified.

In granting certificates without examination, County Boards are authorized to recognize, at their discretion, Grammar Grades and Grammar School Course certificates from other counties, and San Francisco Normal Class diplomas.

It is now a misdemeanor for any member of a County Board of Education to give special instruction to those preparing for teachers' examinations under his own Board.

District bonds remaining unsold after a period of six months are, upon petition, allowed to be canceled.

Trustees are required to transact all business at regularly called meetings.

The recommendations of the State Superintendent in his biennial report regarding free texts-books, County High Schools, school architecture, and Arbor Day, were warmly indorsed, and the exchanges of personal experiences were very valuable.

The salaries of the Superintendents in a number of the counties were

readjusted and made commensurate with the duties required of such officers. There are still other counties in which the salary should have been raised, but the failure was in consequence of the opposition of the Assemblymen or Senators from those counties.

The following table will show interesting facts concerning the work of the various County Superintendents and their compensation:

COUNTIES.	Number of Square Miles.	Number of School Districts.	Number of Schools.	Number of Teachers.	Number of Census Children.	Salary of Superintendent, to take effect Jan., 1891.	Traveling Expenses.
Alameda	737	54	300	315	22,978	\$4,500	-----
Alpine	882	4	4	4	99	100	-----
Amador	565	42	61	71	2,848	600	\$300
Butte	1,765	75	76	104	4,203	1,800	-----
Calaveras	971	49	56	55	2,409	1,000	100
Colusa	2,300	69	86	86	3,412	1,800	-----
Contra Costa	734	48	70	70	3,424	1,800	-----
Del Norte	1,546	8	13	13	497	400	-----
El Dorado	1,890	55	55	80	2,143	1,500	-----
Fresno	8,093	114	162	162	6,908	2,000	-----
Humboldt	4,093	80	123	123	6,223	2,000	-----
Inyo	10,156	12	13	13	670	400	-----
Kern	8,100	44	51	51	1,997	1,500	-----
Lake	1,078	43	43	50	1,838	800	-----
Lassen	4,750	32	34	33	994	600	-----
Los Angeles	4,812	103	380	391	23,394	3,000	-----
Marin	509	34	46	47	2,654	1,650	-----
Mariposa	1,543	31	34	34	999	500	100
Mendocino	3,562	89	110	103	4,467	1,500	-----
Merced	1,968	41	41	46	1,647	1,500	-----
Modoc	4,296	33	33	38	1,507	700	-----
Mono	2,796	9	10	10	299	400	-----
Monterey	3,328	85	110	110	4,715	1,650	-----
Napa	789	52	77	76	3,619	1,600	-----
Nevada	1,125	47	81	81	4,365	2,000	-----
Orange	*	33	70	70	4,011	1,800	-----
Placer	1,429	52	69	69	3,013	1,800	300
Plumas	2,656	26	30	30	998	600	-----
Sacramento	968	69	173	173	7,835	1,800	300
San Benito	1,056	43	51	51	1,918	1,500	-----
San Bernardino	21,171	65	118	118	6,397	1,800	-----
San Diego	14,968	119	202	199	8,613	2,500	-----
San Francisco	42	12	72	859	61,144	4,000	-----
San Joaquin	1,370	82	136	134	6,258	2,000	-----
San Luis Obispo	3,578	90	92	112	4,733	1,500	-----
San Mateo	459	31	53	51	2,707	1,500	All.
Santa Barbara	2,265	53	86	82	4,429	1,800	-----
Santa Clara	1,296	74	188	188	12,310	2,000	-----
Santa Cruz	437	53	100	97	4,918	1,800	All.
Shasta	3,765	90	100	100	3,431	2,000	All.
Sierra	781	24	28	28	1,012	625	All.
Siskiyou	6,078	62	62	68	2,671	1,000	-----
Solano	828	55	93	93	4,551	1,500	-----
Sonoma	1,500	133	200	194	8,293	2,000	-----
Stanislaus	1,500	52	68	68	2,398	1,200	-----
Sutter	610	37	42	42	1,326	1,200	-----
Tehama	3,125	61	76	76	2,689	2,000	-----
Trinity	2,625	16	18	18	804	700	-----
Tulare	6,406	120	151	147	6,270	1,800	-----
Tuolumne	1,953	30	36	36	1,586	500	-----
Ventura	1,682	43	58	57	2,703	1,200	-----
Yolo	1,017	54	74	76	3,382	1,600	-----
Yuba	617	39	52	52	2,178	1,400	All.

* Included in Los Angeles County.

DISTRICT SCHOOL LIBRARIES.

"When a person has only learned how to read and not what to read, he is in great peril."—
Charles Dudley Warner.

That there has been great advance in the attention given to and the appreciation of our school libraries during the past two years, is a matter for congratulation. In 1889, four hundred and sixty thousand two hundred and ninety-eight volumes were reported in the libraries, and in 1890 five hundred and five thousand three hundred and ninety-two volumes, showing an increase of forty-five thousand and ninety-four volumes, and in two years of seventy-seven thousand and fifty volumes.

In 1889, the law relating to libraries was amended by specifying that no books or apparatus should be bought with the Library Fund that had not first been adopted by the County Board of Education, and requiring all books to be stamped with the name of the district, county, and State. These two points were of benefit, but it is not to be denied that many abuses are still connected with the expenditure of the Library Fund.

If an expensive and valuable piece of apparatus or set of reference books is adopted by the County Board, because it would be useful and suitable in the highest grades, some enterprising agent will immediately attempt to convince the Trustees of all the schools in the county, Primary or Grammar, small or large, that it is absolutely essential to the well-being of their school, that it should have this particular set of books or piece of apparatus. As a consequence, the modest little fund, which at the maximum is only \$50, is exhausted at once for that which, in many cases, is of no benefit to the children, and they are deprived for a year, perhaps longer, of those books which, if judiciously selected and properly used, would be a potent factor in their education.

Again, many teachers are not sufficiently careful of books or apparatus. A \$50 set of charts has been known to do duty as the side of a woodbox, and dust, dirt, and dark corners have been the portion of many a globe, map, or tellurian that deserved better treatment.

It is a fact, and one much to be regretted, that very many of the district libraries do not even contain a complete file of the reports from this department. Taken from the beginning, they form a valuable history of the progress of education in California. The State expends large sums of money in printing and distributing them to every district, and they should have been carefully preserved.

There are not nearly as many instances as formerly where attempts are made to misappropriate this fund, but it would be better to place its expenditure in the hands of the County Board of Education, whose Secretary visits every school, and knows its needs.

The teachers should be held responsible for the care and custody of the library, and should report upon it at the close of every term before the last month's salary warrant is drawn.

Any expenditure of this money for other than its legitimate purpose, if made known to the State Superintendent, should work a forfeiture of the library apportionment for the succeeding year. The law by which the State establishes these libraries is a wise one, and its utility is recognized by all who have had any extended or successful educational experience.

One of our prominent preachers has said: "A book that starts a young person off in a life career, good or bad, is a power. The inspiration of a single book, or a few, has made preachers, poets, philosophers, authors, and statesmen. On the other hand, the demoralization of a book has sometimes made infidels, profligates, and criminals."

Hence it needs no argument to prove that a taste for wholesome and refining literature is one of the essentials of even a limited education. A carefully educated taste for good books helps largely to make good thinkers, good workers, good men, good citizens, and the law should be carried out to the fullest extent of its letter and its spirit.

CERTIFICATES.

That some change is needed in the certificating of teachers, becomes more apparent year by year.

At present there are fifty-three different standards for examinations, and a Grammar Grade county certificate, once obtained, may be accepted in other parts of the State, but it is by no means certain that it will be.

The consequent "cramming" to obtain certificates, the occasional raising of a Primary to a Grammar Grade, by "resolution of the Board," and the manipulation of the figures so as to produce the needed 85 per cent for a first grade, are existing facts greatly to be deprecated.

That the standard of qualifications throughout the State is generally high is admitted, but one Board will require certain branches while another requires certain other branches. The result is that each Board is naturally tenacious of its own standard and will often refuse to recognize the work of the other. This often brings serious losses and hardships upon worthy teachers.

Superintendent Draper, of New York, than whom there is no more far-seeing and practical educator in the Union, says upon this subject:

In general, we have in this country no proper systems for determining the qualifications of teachers; there are no adequate safeguards against the issuance of certificates to persons having neither the intellectual qualifications, the moral fitness, nor the practical common sense essential to an instructor of youth. When this is not the case, the fact is not due to any system which prevents it being so, but to the superior intelligence of the people of the locality, or to the fact that in some places intelligence has a way of making itself felt in public affairs, to an extent much greater than in others.

If, in California, we are favored with a majority of Educational Boards of superior intelligence, an intelligence that makes them rise above prostituting political influences, the claims of kindred or neighborhood scheming, it is still true that the issuance of certificates should be based on a uniform standard and controlled by a central authority.

If our Constitution were so amended as to produce this change, and the appointment of teachers then given to the County Board, it would be an amazing improvement on the present state of affairs.

Teachers would then be eligible for any part of the State without question; appointments would not be determined by the kinship of the applicant, a promise to board with a Trustee, or a *voluntary* offer to return a part of each month's salary to the treasury, for the ostensible purpose of *repairs*. Contracts would not be foresworn, and terms would not be abridged from personal malice; salaries would be paid in full, and Trustees would work more harmoniously.

One result of our present course has been to put a higher value upon professional training and the possession of Normal School diplomas,

which may be recognized throughout the State without examination. In some of our counties from 50 to 75 per cent of the teachers are Normal graduates, and the demand exceeds the supply. Education will have found its Utopia, when a license showing professional training shall be required from every teacher.

Eastern school journals have lately called attention to the lax methods of issuing certificates and the consequent loss in their value.

Some of the newer States are reported to be far ahead of their older sisters in this respect.

North Dakota, for example, is cited as having framed a law worthy of imitation. The main features of this law are as follows:

The State Superintendent prepares all questions, both county and State, and prescribes rules for their conduct. He shall issue a professional certificate good for life. Such certificate shall be issued only to those who pass a thorough examination in all branches included in the courses of study in the Common and High Schools of the State, including methods of teaching, and shall in no case be granted unless the applicant has had an experience of at least five years, and can instruct and properly manage any High School of the State. Such certificate shall be valid throughout the State. If the holder of a professional certificate shall at any time cease to teach, or be engaged in other active educational work for the space of three years, he shall be liable to a reexamination and to the cancellation of his certificate.

The Superintendent issues a State certificate, to be valid for five years, known as a Normal certificate. Such certificate shall be issued only to those who have completed the prescribed course of study in one of the Normal Schools of the State, or in a Normal School elsewhere, having an established reputation for thoroughness. Such certificates shall not be granted unless the applicant shall have taught school successfully not less than two years, and shall be valid throughout the State, and the holder shall be authorized to teach in any of the public schools of the State.

The State Superintendent requires a fee of \$5 from each applicant for a professional or Normal certificate, which fee shall be used by him to aid in the establishment and maintenance of teachers' reading circles in the State. He shall revoke at any time any certificate issued in the State for any cause which would have been sufficient ground for refusing to issue the same, had the cause existed or been known at the time it was issued.

A change, too, should take place in the method of issuing our State diplomas, both for the credit of the State and the holders of these credentials.

As issued now, they are predicated wholly upon the action of local Boards and a certain amount of experience; five calendar years' teaching, embracing at least thirty-five months, being required for an educational diploma, good for six years, and ten calendar years' teaching, embracing at least seventy months, being required for a life diploma. It is one of the weak points of our law that it is not essential that any part of this time must have been passed in California schools. Our sister State, Oregon, requires three years' teaching within her borders before granting a life diploma, and our laws ought to require of the holders of the highest educational credentials in the State a certain amount of experience in our own schools.

Again, in order to give these State papers greater force and value, they should properly be issued, as in Illinois, Indiana, New York, and other States, upon examinations, with questions prepared by the State Board of Education, and submitted to applicants by the County Superintendents at certain fixed dates.

This course would give an unquestionable rank and dignity to these papers that would carry weight wherever presented, and be of material assistance in placing the profession of teaching on a firm and acknowledged basis.

Section 1521 of our School Law, Subdivisions 10 and 11, should be amended to this end.

SCHOOL ARCHITECTURE.

During the past two years, three hundred and eighty-one new school buildings have been erected in California, a large number of which are fine specimens of the builder's art and ornaments to their respective neighborhoods.

More attention is given every year to the details of convenience, ventilation, sanitation, and light; but if the State would provide a certain number of plans, containing the latest improvements in these particulars, it would be a great aid to districts which contemplate building, and would also be the means of satisfying the many inquiries for plans that are made to this office.

If it is right for the State to furnish the means of education to its children, it is also right that these means, as far as accommodations are considered, shall be such as will promote health and necessary comfort.

The children are entitled to the needed space, to pure air, proper light, uncontaminated water, sufficient warmth, and seats suited to their size. A well known educator has said: "The public is bound to surround its children with an environment which will promote their intellectual and moral health. Neat, cleanly, wholesome, cheerful rooms, which are free from defacement, of themselves inspire happiness, thrift, punctuality, obedience, and mental and moral vigor. Grounds neatly arranged and well cared for, lead children to wholesome athletic sports as naturally and surely as the sounds of the fife and drum impel the veteran to fall into the measured step of the military parade."

In cities and towns where professional architects are employed, the school buildings generally have been suitable, well arranged, and attractive. In the rural districts, especially, the people have little conception of the importance of the subject, but local pride sometimes produces the desired result.

As was said above, if the State would appropriate a small amount to provide architects' designs for low-priced buildings, with the working drawings, specifications, and estimates, and all the suggestions necessary for properly warming, lighting, and ventilating, it would enable the districts to act more economically and intelligently in the work of constructing school houses.

According to the best authorities, four points are to be considered in the plan of a school-room:

First—And most important, the method by which it is lighted.

Second—The amount of floor space to a pupil.

Third—The ratio of cubic feet of space to a pupil.

Fourth—The methods of heating and ventilation.

Again, the best theories are that the room should be lighted from one side only; that the minimum allowance is fifteen feet of floor space, and two hundred and ten cubic feet of air space, for each pupil; that separate clothes-rooms for each sex should be attached to each room; that the single chair and single desk is the best mode of seating; and that ventilation, except in elaborate buildings where it is furnished by air ducts, should be given by lowering *all* the windows, more or less, *from the top*.

When these points are intelligently provided for, something like an ideal school-room will be obtained.

The many cuts of fine school buildings in different counties, pre-

sented with this report, indicate that local pride and effort have been put forth in the right direction, and, meeting with hearty response by the people, have attained most gratifying results.

ARBOR DAY.

Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'.—*The Lair of Dumbiedikes.*

Environment has a most powerful influence in determining character. To the appreciation of this fact is due much of the effort latterly made by our teachers and children towards decorating and making attractive the walls of their school-rooms. The same principle governs the improvement of school grounds. For this reason, and because of the many forlorn and uninviting school premises that I had noticed in traveling through the State, I felt that the establishment of an Arbor Day would be an unconscious lever in the uplifting of moral character, and a physical benefit to these barren places. A recommendation to this effect was made in the previous biennial report, and warmly indorsed in the County Superintendents' Convention, but no action was taken by the Legislature.

In order, therefore, to inaugurate the custom, circulars requesting the local celebration of an Arbor Day were issued from this office and met, wherever it was practicable, with a hearty and active response. The first step taken, others follow more easily, and in the absence of legislation establishing the day, it is hoped that the voluntary observation of its ceremonies will be continued.

To Nebraska belongs the credit of originating this custom. This was done in 1872, since which time thirty-four States and two Territories have established "*Arbor Day*." That the Nebraskans have been hearty in the support of this law is shown by the fact that in sixteen years, according to the report of State Superintendent Geo. B. Lane, no less than three hundred and fifty-five million five hundred and sixty thousand forest, shade, and fruit trees have been planted in that State. (See Exhibit A.)

OUR FLAG.

In addition to the effort made towards the improvement of school grounds, much has been done in the past two years in the inculcation of patriotic sentiments by means of flag-raisings. The seed has been sown in the hearts of thousands of our children that will one day bear the beautiful fruit of Love of Country so strong and perfect that no heat shall wither and no storm shall crush it.

"O Blessed Flag! Sign of our precious past,
Triumphant present, and our future vast,
Beyond starred blue and bars of sunset bright,
Lead us to higher realm of equal right!
Float on, in ever lovely allegory,
Kin to the eagle and wind and light—
Our hallowed, eloquent, beloved 'Old Glory!'"

COUNTY HIGH SCHOOLS.

Since the framers of our Constitution deemed it inexpedient to provide support for any but Primary and Grammar Schools, it is left to the law makers of the present day to establish such measures as will supply the

want, becoming more sensibly felt year by year, of means for a higher education. To the common schools the State extends most generous aid. To the University, an ample yearly endowment of 1 cent on each \$100 of taxable property is given, but nothing has been done towards providing the "missing link"—the High School—which should join the one to the other. The time appears to be ripe for this to be done. The population of most of the counties has materially increased in the last ten years. Many parents desire for their children a more advanced culture than is afforded by the Grammar Schools, and are unable to send them away to school. This culture would fit them for a higher walk in life and enable them to exert a leading and more refined influence in society and the State at large.

To those who desire to go further and take a University course, it offers the necessary stepping stone, which, with both the lowest and the highest education made free to them, it seems to me they have a right to expect.

From all these considerations it became apparent to me two years ago that the establishment of County High Schools would be a great benefit to our youth and would put California into the front rank of States in respect to its school system.

The attention of the Legislature of 1889 was accordingly drawn to the subject through the last report of this department and by personal representation. I formulated a bill authorizing the residents of any county to vote a tax for the maintenance of a High School, and it was introduced into the Assembly by Hon. E. D. Adams of Yolo, and into the Senate by Hon. Frank McGowan of Humboldt, both of whom were ardent supporters of the bill and conducted it to a final passage, unanimous in the Assembly and receiving but two dissenting votes in the Senate. The bill failed to receive the Governor's approval, no reason being given therefor. (See Exhibit B.)

GRAMMAR SCHOOL COURSE SCHOOLS.

As a sort of hybrid High School the Grammar School Course School was introduced into our system of schools a few years ago, but the law regarding it is not in good working order and should be altogether remodeled. Districts having ungraded schools should never adopt the course, as too much work falls upon the teacher. Neither is there time enough allowed to properly complete the course, and the school is at a great disadvantage compared with those which are supplied from regularly graded classes.

All cities and all districts not voting such course are unjustly compelled to pay a share of the tax levied for its support, while, at the same time, it is absolutely impracticable for all districts to adopt the course.

The whole law regarding the Grammar School Course Schools is a cumbersome interpolation, which was not sufficiently considered before its introduction, in regard to its bearings on the rest of the law.

It were better that it be stricken from the statute books, and that the law providing for the establishment of County High Schools by a vote of the people take its place.

FREE TEXT-BOOKS.

Many arguments can be and are advanced, both for and against the use of free text-books, but the weight of the evidence seems to be in their favor.

The Legislature of Maine, at its last session, passed a law requiring all towns to provide free text-books for the public schools after August 1, 1890. This measure had been earnestly recommended by the State Superintendent in his report the year previous. He says:

The free text-book plan—that in which the books are owned by the town and loaned to pupils for use in schools—is the only plan which meets all desired conditions. It gives complete uniformity in the town, which is necessary for the well-being of the schools—a prompt and full supply of just the needed books, and is cheaper than any other method. There is no objection to the plan which does not equally lie against the furnishing of free school-rooms and free instruction. Indeed, its adoption is needed to make our schools wholly free. So made free, they would be rendered far more efficient for good in the State, by increasing the attendance, and by securing the longer continued attendance of just that class of pupils who most need the training of the schools.

For eleven years there was a permissive text-book law in Massachusetts, but six years ago the law was made compulsory, and its practice has been attended with most satisfactory results, so the Secretary of the State Board of Education reports.

New York City and Philadelphia have furnished text-books to their school children for fifty years. Colonel George T. Balch, Auditor of the New York City Board of Education, writes:

I believe that it is the only proper course to pursue, and the only one consistent with the broad principles upon which the whole public school system of education is based. If it is legal and advisable for the State to furnish teachers and school houses, it follows as a matter of course that it should furnish the necessary supplies to make use of the school house and the services of the teacher. The plan insures that uniformity which is an essential feature of success in any large system, and at much lower cost than can be obtained in any other way. The experience of this Board is overwhelmingly in its favor, and I think no State system of education is complete without it.

The cost of the supplies in 1888 per grammar scholar was \$1 66, and per primary scholar 43 $\frac{1}{2}$ cents.

The Michigan Legislature passed a free text-book law about three years ago, and the State Superintendent of Iowa says in his last report:

I am strongly of the opinion that the surest and quickest relief (from the evils connected with the use of text-books) will be found in giving the people of each district the power to furnish the text-books, as they furnish the desks and other equipments of the school, without cost to the individual pupil. A long step in advance was taken when, in 1868, the rate bill system was abolished and the door of the school house was thrown wide open to the child of the poorest parent in the State. It would be another step forward if the General Assembly would make our schools absolutely and entirely free schools. It would undoubtedly bring children into them whom a compulsory law would fail to reach.

In our own State, the Legislature of 1889 passed a law giving districts the permissive power of supplying free use of books to their schools. It passed by a large majority in the Assembly and a unanimous approval in the Senate, but it failed to receive the Governor's sanction. With all due deference to those who oppose this plan, I still hope to see it adopted in California, believing that it will increase the efficiency of our schools and widely extend their benefits. (See Exhibit C.)

CIVIL GOVERNMENT.

Although it is often charged that the curriculum of our schools is over crowded, it seems to me that it was a wise movement in the Legislature

of 1889 to add the study of civil government to the list already required by law, and to authorize the State Board of Education to have prepared a book on the subject as one of the State series. The compilation of this book has been assigned and the manuscript is nearly completed.

Some one has defined civics as "the science of citizenship."

In our country, where so large a foreign element forms a factor of our body politic, it is especially imperative that the underlying principles of our Government should be implanted in the minds of our youth, together with the manner and plan of their execution, the privileges they give, and the duties they require.

Coming to us as a refuge from the crushing tyrannies, the degrading poverty, and the narrow opportunities of the Old World, it has been our experience that the superabundance of liberty found here was considered by many as a superabundance of license. Therein has arisen our troublous "anarchism" and the loosening of our American control. America has opened wide her gates to these people and offered them homes and privileges such as they never dreamed of in their native lands. But America must see to it that they become true American citizens, claiming no more than the equal rights accorded by our grand Constitution to all.

Impressed with this necessity on the part of our Government, some of the clearest thinkers of the world have organized an "Institute of Civics" for the study of the principles of civil structure. Though the movement in this direction is quite recent, the study has already found a place in many college and university courses. So few of our pupils ever reach these higher institutions of learning, that it is appropriate and necessary that our common schools should find a place for a branch that is so important to the welfare of the State. It should find an oral beginning in the lowest grades. The primary teacher should begin with the true principles of right and wrong, and by text, story, or example the study should be continued through all grades to the college. The public school is the nation in miniature, and in the public school the republic of the future must secure and assimilate the nationalities of the Old World, and thereby retain and control its American spirit and power. With the love of their country firmly implanted in their hearts, with some knowledge of the aims of our Government and what is expected of them as citizens, it is fair to suppose that the legislative duties that will devolve upon our children in their mature years will be performed with intelligence and honor, thus securing the permanency of the nation.

A few suggestions made by an eastern County Superintendent are worthy of reproduction here:

1. Let the teacher of the primary grades avail herself of all opportunities to quicken affections, to encourage patriotism, to develop a love of truth and honor.
2. Let the teacher of the intermediate grades encourage her pupils to memorize and study the sentiments of patriots and good governors, to cherish the memory of those who won the independence of our country, and to study the primary history of the people.
3. Let all teachers in ungraded schools have at least one general exercise each week that shall set forth the beauties of our Government, and the lacks in the observance of its requirements. Speak of the privileges of the citizen; the honor attaching to the citizen of the United States.
4. But, above all, let the example of the teacher be above reproach. If entitled to the privileges of citizenship, he should use them conscientiously and free from prejudice, but he should ever be free to assert them and to maintain his opinions.

MORALS AND MANNERS.

These words stand upon our statute book, and are found in our courses of study, but *do they enter the school-room?* Are they living and breathing entities, striving for entrance into the minds and hearts of the children whose future lives we are fashioning, or are they a dead alliteration stopping at the lips?

Has the injunction set forth some time ago, "With all thy getting, get understanding," come close enough to our consciousness to force us to a constant inculcation of the understanding of truth, of the understanding of courtesy, of the understanding of honor?

That something, somewhere, is radically wrong in the morals and manners of the rising generation, is at times painfully apparent, but it is not right that teachers should be held wholly responsible for this.

Yet where the home training fails the teacher must supply; where the home training is deficient, the teacher must supplement.

"The quiet suggestion, the fitly chosen word, the interested inquiry, the unfeigned sympathy," above all the bright *example* of a loving, judicious teacher, may be an electric current extending through the child to the home, galvanizing the comatose virtues of deportment and morality into a higher and brighter life. Is not this result worth striving for, worth much thoughtful attention, *worth our while?*

Think how our teaching will ripple along the tide of present life into the life of the future, reforming, elevating, blessing wherever it goes, and it will give us new strength to take up and carry on, with heart and hope and constant zeal, the too much neglected teaching of "morals and manners."

SCIENTIFIC TEMPERANCE INSTRUCTION.

The provision in our law requiring scientific temperance instruction to be given in *all* grades, was adopted by the Legislature of 1887.

Up to the present time the teaching has been desultory, and the results inappreciable. Some teachers are earnest and enthusiastic on the subject, many take hold of it in a cold, perfunctory way, and many, I fear, neglect it altogether. Some teachers, when the law was passed, found themselves unprepared to do anything in that line, and not having the fear of an examination before them, failed to make any adequate preparation. Some of the County Boards very properly required an examination of their teachers in this subject and entomology before issuing renewals of certificates. The course of study suggested by the State Board of Education supplies the data for some years only. It was my purpose, had time permitted, to send a circular to every teacher to obtain some statistics regarding the carrying out of this part of the law—inquiring:

1. If attention has been paid to it?
2. What method is employed?
3. Are text-books used by pupils?
4. Have pupils been subjected to examination?
5. Is the subject included in county course of study?

I would suggest that County Superintendents give this subject a more prominent place at their Institutes and in their teachers' examinations, and that pupils be examined thoroughly in the work prescribed for each grade.

Also, that by legislative enactment scientific temperance be added to the branches mentioned in Section 1772 of the Political Code, and that the words "intemperate habits" be added to the clause (Subdivision V, Section 1771) bearing upon the revocation or suspension of certificates.

If this were done, the almost universal desire which I have observed among our Superintendents and teachers to uphold the law would produce beneficial results in this direction.

INDUSTRIAL TRAINING.

It is a fact that California, with only forty years of Statehood, has made most wonderful progress. In educational matters, with the experience of other States as a guide, she has been enabled to establish an excellent system of public school education, and to take a front rank as regards the quality of teachers employed, the methods of instruction pursued, and the generous financial support furnished by the State. And yet our system is fast-bound by the shackles of custom, being based on the principle promulgated in the far-away past that education was a training of the intellect alone.

We have not yet taken any decided steps toward freeing ourselves from these fetters, and stepping on to the higher and more advanced plane that contemplates manual training as the necessary correlative of the intellectual.

It has become an acknowledged belief among a large majority of teachers and school officers that our schools, as they are at present conducted, are educating our children "away from the ideas of practical, self-helpful, industrial life, rather than towards it."

The conduct of all the industries of the day has been greatly modified by the advanced scientific knowledge brought to bear upon them, and in order to keep pace with the times, we must correspondingly modify our methods of education, that our boys and girls may not be turned out altogether helpless and unprepared to cope with the facts and forces of, to them, an unknown world.

These rapid discoveries in science have produced such a mass of new material for education that the school system must, per force, be receptive and adaptive, or progress will be blocked, and the results attained fall short of what the times demand.

Already have the European nations recognized the imperative need of engrafting manual training upon the old forms of education. Finland took the lead, and in 1866, by legislative enactment, manual training was made obligatory in all its Primary and Normal Schools. Particularly in Sweden, France, and Switzerland has this subject received the most careful consideration, and the system has been fully, generally, and satisfactorily established in the public schools. Many of the leading minds in every civilized country have aided in the movement, giving it their unqualified support.

Our National Government moved in the same direction, when, in 1862, it passed the Land Grant Act, providing for the establishment of agricultural colleges, where, also, the mechanic arts should be taught. The influence of these colleges, their direct connection, in many instances with the public schools, and the able body of scientific teachers employed by them, has had the effect of making more popular the idea of manual training in connection with our public schools. It is true that a decided

opposition to this movement has been shown by a number of teachers, but this arises, it would seem, from a misapprehension of the subject. Their chief objection is made by saying that it is not the province of the school to teach trades.

But it is not claimed by the advocates of manual training that its purpose is to teach trades. Our courses of study heretofore have contemplated only intellectual and moral development. With the addition of manual dexterity the "whole boy would be put to school," the brain, the eye, and the hand would be taught to work together, and *all* the power that is in the child would be brought out, ready for practical application to the purposes of life. So far as this idea (that manual training is to teach trades) has gained ground, it should be carefully uprooted.

M. Jules Ferry, in an admirable address delivered on the occasion of the laying of the corner-stone of the Vierzon School of Primary and Professional Instruction, states the matter clearly in the following words:

"The professional instruction which shall be given here, will have for its distinctive character, not to constitute a separate instruction for any single industry. It will be professional without specialization; it will teach the general principles upon which all industries rest.

And what will be the consequence of this general professional education, which will not give a trade, but which will render the pupil capable of learning much more quickly and much better that which he shall choose? The consequence will be double. The duration of apprenticeship will be notably reduced, and during these years of study the child will have time to choose freely, and with knowledge of his reasons, the career which befits him.

Many cities in the United States have already adopted in some way this innovation, and the results have been so gratifying that public opinion is swinging surely around in its favor.

In the report of New Haven (Conn.) Board of Education for 1887-88 is found this testimony:

Although in a crude state of development, this workshop method of instruction is likely to grow in favor and excellence until its rightful place in the school system is determined. In the meantime, it stands as a protest against the teaching of mere words, and makes its eloquent appeal for recognition on the ground that it supplies an element in education that has been almost entirely lacking.

The Superintendent of Massachusetts Schools says, in his report of 1885:

A very little observation among the boys is enough to show that a clear mind generally accompanies the skillful hand—that manual skill has its mental as well as its physical side, and that manual training is really a means of mental training. The interest in their work shown by the boys is very lively, such as I have seldom seen surpassed in any other kind of school work. The experiment has now gone far enough to prove that this kind of training can be joined with the ordinary Grammar School work without practical inconvenience, and with good effect on the boys. The consciousness of new power awakened and trained for practical ends is very gratifying to them.

The city of Springfield, Massachusetts, having made a most successful experiment with one school, the committee reports:

We cherish the hope that in the near future the liberal citizens of Springfield will provide for the use of the city, under proper regulations, suitable buildings, in which at least one hundred pupils can receive simultaneous mental and manual training. * * *

The object in establishing such a school is not to train apprentices and teach trades, but to drill pupils in the fundamental mechanical principles that are the basis of all trades, and to foster a higher appreciation of the value and dignity of intelligent labor and the worth and respectability of laboring men.

Its graduates will become intelligent workingmen, producers of wealth, developers of

the inexhaustible resources of our country, and the promoters and defenders of that peculiarly American civilization which is destined, in God's providence, to lead the world in every art and industry.

The Minneapolis School Superintendent says:

Though we have worked but a little over one year and commenced in a very small way, the work already done has been highly spoken of by mechanics and educators, and the pupils, generally, take great interest in their work without losing interest in their other studies.

In the report of the Philadelphia Manual Training School, we read:

A high moral tone pervades the school, and throughout all its departments a spirit of hearty coöperation, on the part of the pupils, makes the labor of instruction pleasant and effective. The ability to execute with the hand what the mind plans, fosters a spirit of self-reliance and manliness, and goes far toward the development of character.

The school is no longer an experiment, but an assured success.

I am fully persuaded that district manual training schools, to the number of five or six, will be necessary within a few years to meet the requirements of our people.

The same positive kind of testimony in favor of this branch of education comes from Cleveland, Toledo, St. Paul, Omaha, St. Louis, Chicago, Atlanta, Florida, New York, Newark, Baltimore, in fact, wherever it has been tried.

THE COGSWELL POLYTECHNIC SCHOOL.

In California, very little, as yet, has been done in this line; no settled and systematic attempts have been made. One manual training school has been established in San Francisco in connection with the City School Department—the Cogswell Polytechnic High School. It was established first by private enterprise, and afterward passed under the control of the Board of Education, who classed it with their other High Schools. The work done here has been a great success, and the popularity of the work department is such as demands not only its continuance, but its extension.

This establishment of manual training in public schools is to be the great progressive movement of the age. No great reforms are accomplished except by slow steps and against opposition from certain sources; but success is sure where the great interests of humanity demand the change, as does this educational reform of which I have been speaking. The ultimate future of the movement is not to be doubted, and if California would not fall behind in the onward march of the States, her educational authorities must take steps to incorporate this rational and natural process of education in our public school course. County Superintendents and Boards of Education are specially urged to give their earnest attention to this very important educational measure.

COOKE'S ENTOMOLOGY.

One act of useless and extravagant legislation was committed during the session of 1889 in appropriating \$15,000 for the purchase of the plates of the book known as Cooke's Entomology, without making any provision for the use of those plates.

The bill was signed by the Governor, the plates became the property of the State, and have been in storage in this department for nearly two years.

The book is not adapted for use by the pupils in the school-room and never was intended by its author for that purpose. It would, therefore, be entirely unnecessary for the State to continue its publication.

REPORT OF THE HORTICULTURAL COMMISSION.

The annual report of the Horticultural Commission is a work of such practical value that it should be placed by legislation on every teacher's desk in the State, and be freely used in lessons on entomology given in the class.

CALIFORNIA EDUCATIONAL ASSOCIATION.

In the last report of this department a suggestion was made, which I repeat here, so strongly does the plan commend itself to my mind, that the balance of \$4,200, from the funds raised for the meeting of the National Educational Association, be made the nucleus of a fund for erecting an "Educational Building" and establishing a permanent "Educational Exhibit," for the purpose of showing the progress in educational work, and supplying a place where teachers, school officers, and all other persons interested, can have a convenient opportunity for examining the latest school appliances and school text-books. A place where shall be found a library containing, not only new, but old, text-books, all the current educational periodicals, all works treating upon the theory and practice of teaching, and all modern school apparatus and appliances, such as kindergarten blocks, charts, maps, globes, and school furniture. Here, too, should be found works on school architecture, and photographs of ancient and modern school houses, articles made by manual training schools, the deaf, dumb, and blind, and the public schools of the State, which will exemplify the proficiency of the pupil and the progress in methods of instruction. It is believed that the publishers of works on education and pedagogics, and the manufacturers of school appliances, will supply the library with the most, if not all, of their works free of cost. It is also believed that the establishment of such an institution will give inspiration and impulse to educational work, which will excite interest among the people and stimulate teachers and officers to greater effort.

At the final meeting, however, of the local Executive Committee it was decided to divide this money among the free kindergarten schools of Oakland and San Francisco. But, later on, in pursuance still of this object of establishing an Educational Exposition Building, the California Educational Association was incorporated with the following officers: Ira G. Hoitt, President; James Denman, Treasurer; James T. Hamilton, Secretary. The matter rests there. Whether anything further shall come of it depends upon whether any one shall be sufficiently far seeing and sufficiently interested to advocate personally its benefits, and bring it to a successful fulfillment.

THE WORLD'S FAIR AT PARIS.

It is a fact, of which the people of California may well feel proud, that the Department of Public Instruction of this State was awarded a gold medal at the World's Fair in Paris. The award was made upon the exhibit, requested by the United States Commissioner, which consisted

of a copy of our school laws, a copy of each book of the series of State text-books published, a copy of our School Register and Library Record Book; and of each blank report, blank diploma, and a complete set of other blanks used in conducting the schools of the State, together with a copy of the Superintendent's Biennial Report.

THE WORLD'S FAIR AT CHICAGO.

Much interest has already been manifested by the people of California in the forthcoming World's Fair at Chicago. It will be the opportunity for the State to make a showing of its educational development, as well as of its material resources. Certainly no State in the Union has better facilities for a grand educational exhibit. With our free kindergartens, our Primary and Grammar Schools, our High and Normal Schools, our Cogswell Polytechnic School, our efficient corps of County and City Superintendents, and over five thousand teachers, equal, in ability, to any equal number to be found anywhere, I am confident that, with proper organization and united effort, California will stand at least an even chance for the grand prize.

The great variety and beauty of our California woods, from which to prepare handiwork; the almost endless variety of our minerals, from which to collect cabinets; our abundant, beautiful, and rich flora, from which to arrange an herbarium, offer facilities and afford an opportunity to the schools of California possessed by no other State in the Union. The very efforts made by the teachers and pupils in the preparation for such an exhibit will give lessons that will be of immeasurable value to the educational development of the State. Let the Superintendents, teachers, and pupils of California do their duty, and the coming Legislature assist the movement by a liberal appropriation, and we are sure the State will have occasion to be proud of her sons and daughters.

STATE TEXT-BOOKS.

It is now six years since our Constitution was amended, making it the duty of the State Board of Education to compile a series of text-books for use in the schools of the State.

The experiment was unique, and has been attempted by no other State. The books were to continue in use not less than four years. This time will shortly have expired as regards the Readers, which were ready for distribution in December, 1886, and the continuance of the scheme will be determined by the future actions of the Legislature, and of the various County Boards, in reference to a change.

If school officers and the Legislature shall decide to discontinue the use of the State books, the experiment will have proved a costly one.

The members of the State Board of Education, who have had in charge the compilation of this series, have done their very best, under the provisions of the law, to make successful books.

It is not to be denied that, in our isolation from the great literary and trade centers, this has sometimes been a task shadowed with many obstacles.

The changes in the Board that have occurred from time to time, the widely scattered residences, and the heavy duties already devolved upon each member of the Board, and upon those employed to compile the

books, have all been obstacles in the way of a speedier completion of the work.

As was to be expected, the opposition from various sources has been strong and unceasing. But whether the system is continued or changed, it does not alter the fact that the people should be protected in some legislative way from the extortion of book rings. In just what form this protection can best be given is difficult to determine. To my mind, the free text-book system offers a full solution of the problem.

Massachusetts has adopted the free text-book system and buys books direct from publishers at special wholesale rates. The same is true of New York City, Philadelphia, Newark, Jersey City, Paterson, New Brunswick, and a number of towns in Maine, Rhode Island, Vermont, Pennsylvania, and of over five hundred districts in Michigan.

Minnesota contracts with a publisher to furnish books of certain size and quality at rates not to exceed the prices fixed by law.

In Virginia, the State Board of Education eight years ago had a contract with publishers which limited the prices, and they remain about the same at the present time.

In West Virginia, the State Superintendent is empowered to make the contract with publishers, and obtains for dealers about 16½ per cent discount from wholesale price list.

Direct contracts with publishers are also made in Maryland, North Carolina, Delaware, parts of Kansas, and in the city of Topeka.

In all other States, books are bought in open market.

In Massachusetts, the school books cost in one year 48½ cents per pupil.

In New York, the free text-books are purchased at a discount of 33½ per cent from retail prices, and the same discount is given generally to all places supplying free books.

In Virginia, the retail price is 16½ per cent discount from the usual retail prices. The Superintendent of West Virginia says:

The text-book system that has been in operation during the past five years is very satisfactory. Our people buy their books cheaper than any other State in the Union, as the law provides that the *retail* price at which books are sold in West Virginia shall be the *lowest wholesale* list price charged to any other State, firm, or person.

Minnesota appropriated \$50,000 for a Revolving Fund with which to purchase the books. California has appropriated \$315,000 for the manufacturing plant and for the first fifty thousand copies of each book, and also \$35,000 for purposes of compilation.

Since 1885, \$255,054 42 have been expended for labor alone, and \$25,644 20 for purposes of compilation, and \$234,886 48 have been received from sales for the same length of time, ending June 30, 1890.

A certain proportion of the receipts is expected to pay for the plant in twelve years, but the total receipts form a Revolving Fund, used by the State Printer for manufacture of all editions after the first fifty thousand.

The advantages of State publication are that it has relieved County Boards of Education from the solicitation of book agents; that it has reduced the prices of the books from former rates, and that the money spent therefor has been retained in our own State.

The disadvantages claimed, are: first, that it costs the State more to manufacture the books than it would cost a private publishing house. This is true, because the State pays its employes a higher rate of wages and requires only eight hours of daily service; second, the lack of all competition in the authorship; third, the intrusting of the work of

supervision to a Board, whose members are already burdened with duties, and which is subject to frequent changes. For instance, five changes have taken place in the membership of the State Board of Education in the last three and a half years; only one member of the Board inaugurating the work now remains.

The work was commenced in October, 1885, as follows:

To Superintendent W. T. Welcker and Editor Raymond was assigned the preparation of the Readers and a Speller, the reading matter presented by Mr. H. C. Kinne being adopted as a basis for the Readers.

To Charles H. Allen, the preparation of an English Grammar.

To Ira More, the preparation of an Advanced Arithmetic.

The Readers and Spellers were issued in December, 1886; the Advanced Arithmetic in June, 1887, and the Grammar in June, 1888.

In January, 1887, two changes of membership took place in the Board, and in February new work was assigned, as follows:

To Superintendent Ira G. Hoitt, the supervision of the preparation of a History of the United States.

To Charles H. Allen, the supervision of the preparation of an Elementary Grammar.

To Ira More, the supervision of the preparation of an Elementary Arithmetic and a Physiology.

The History was issued in June, 1888; the Elementary Grammar in June, 1889; the Elementary Arithmetic in December, 1887.

In 1889, Professor More asked to be relieved from further service in the preparation of the Physiology, on account of overwork.

The supervision of this book was accordingly transferred to the Superintendent and the Editor. It will probably be issued early in 1891.

In June, 1888, the Board directed the preparation of an Elementary Geography and placed the work in the hands of Superintendent Hoitt and Editor Raymond. It was issued in June, 1890.

In April, 1889, E. T. Pierce, Principal of the new Normal School at Chico, took his seat in the Board by virtue of his office, increasing the membership to five; and, in July of the same year, upon the resignation of C. H. Allen as Principal of the Normal School at San José, C. W. Childs was appointed his successor and became a member of the Board.

In September, 1889, Mr. Childs undertook to supervise the preparation of a work on Civil Government, and in December, 1889, the Board assigned to Superintendent Hoitt and Mr. Childs the supervision of the preparation of an Advanced Geography.

The work on Civil Government will probably be issued in 1891, and the large Geography in 1892.

HOW PRICES ARE FIXED.

The following rules, which were at first adopted by the Board for determining the cost of a book at Sacramento, have been continued in use:

1. Divide the cost of preparing the plates of a given book, including composition, engraving, and electrotyping, by estimated supply of that book for twelve years.
2. Divide the share of the cost of the plant chargeable to a given book by the estimated supply for twelve years.
3. Divide three fifths of the cost of compilation by the estimated supply for four years.
4. Divide the cost of the presswork, paper, and binding of a given edition by the number of that edition printed.

5. Take the sum of the preceding quotients and add 1 cent per copy for revision of text, and 1 cent per copy for revision of plates.

To illustrate the application of these rules, the items in the cost of the Third Reader, a book of five hundred and twelve pages, are here given:

Plates	\$3,502 44, as reported by Superintendent of Printing.	
20 per cent of plant.....	7,300 00, as reported by Superintendent of Printing.	
Total	\$10,802 44÷300,000 (estimated supply for twelve years)	.033
Compilation	\$1,531 00.	
Three fifths.....	908 00÷100,000 (estimated supply for four years).....	.01
Edition, cost	9,614 60÷ 20,000 (number of edition).....	.48
Add for revision of text.....		.01
Add for revision of plates.....		.01
Cost of book.....		.543

Assuming postage to be the cost of distribution, the retail price becomes 66 cents.

It will be seen that the course pursued insures a full return to the Treasury of the State of all money appropriated therefrom and expended, and provides for such revision from time to time as may be necessary.

COMPARISON OF PRESENT AND FORMER PRICES.

The following statement of present and former prices is given without comment. The prices are in all cases retail prices:

I.	
State Readers, complete in three books (948 pages).....	\$1 25
State Speller and Word Analysis (192 pages).....	30
State Arithmetics, two books (437 pages).....	75
State Grammars, two books (450 pages).....	80
History United States (432 pages).....	80
Elementary Geography (132 pages quarto).....	60
	<u>\$4 50</u>

II.	
Corresponding books formerly used:	
McGuffey's Readers, five-book series, cheapest in former use (1,088 pages).....	\$2 50
Reed's Spellers (188 pages).....	30
Fish's Arithmetic, two books, cheapest in former use (498 pages).....	1 05
Reed & Kellogg's Grammars, two books, cheapest in former use.....	1 25
Histories of United States, uniform in price (320 to 400 pages).....	1 25
Elementary Geographies, uniform in price (82 to 120 pages).....	75
	<u>\$7 10</u>

PROVISION FOR COMPLETING THE SERIES, AND FOR REVISION.

In fixing the prices of the books issued, as has been seen, the Board has provided for a self-sustaining series, and for relieving the General Fund from further drafts for compilation and revision. Of the \$35,000 appropriated to the use of the Board, there remained on hand July 1, 1890, \$9,335 80. In addition to this sum, all that is needed to enable the Board to complete successfully the work of further compilation and revision is the use, from the proceeds of sales, of the 1 cent per copy which has been added to the price of each book for that purpose.

PROCESS OF DISTRIBUTION.

The Act of 1887, providing for the distribution of books through private dealers, has proved effective, and in most respects satisfactory.

The only friction arising has been in consequence of the prohibition to sell books to be sold again. This prohibition was imposed to prevent books getting into the hands of dealers not bound to sell at the price fixed by the Board. In my judgment, the prohibition should be removed, if, at the same time, the selling of books by any one above the retail price fixed by the Board is made a misdemeanor, and punishable as such upon conviction.

PUBLIC SATISFACTION.

For four years the scheme has had a fair and impartial trial. Every aid to its successful issue, which this office could suggest or render, has been given. Ten books in all have been published during this time, and three more yet remain to be issued, two of which are nearly completed. So far as my observation goes, the favor with which the series has been received has been very much the same as that accorded to the books of private publishers. Many of the teachers throughout the State look upon the series with very general favor, while others have been less pronounced in their commendation, and some have expressed severe and adverse criticisms. In the expressions of preference and criticism, there is not much uniformity, some teachers preferring one book of the series and some another. Nearly all agree that the readers are poorly graded, that they should be revised, and at least one if not two more books should be added to the series.

My conversations with teachers and Superintendents in various parts of the State lead me to the conclusion that with a few exceptions the books of the State series are giving as fair general satisfaction as the books previously in use. The mechanical work, at first bitterly complained of, is now generally conceded to be good. The character of this work may easily make a difference of 25 to 50 per cent in the working life of such books.

The State publication of text-books in California has undoubtedly been one factor in causing the publishers of school books generally to reduce their prices, and there is not now so great a difference between the prices of our State series and those of private publishers; it would even be possible for the State to purchase school books now, at whole-sale, for less prices than it costs to manufacture them at the State Office, as may be seen by the following lists of *present* prices at which books are now sold:

Swinton's First Reader.....	\$0 18
Swinton's Second Reader.....	35
Swinton's Third Reader.....	50
Swinton's Fourth Reader.....	65
Swinton's Word Book.....	18
Milne's First Lesson Arithmetic.....	22
Milne's Practical Arithmetic.....	50
Maxwell's Primary Lessons in Language.....	30
Maxwell's Introductory English Grammar.....	40
Swinton's United States History.....	90
Harper's Introductory Geography.....	48
Total	\$4 08

McGuffey's Revised First Reader.....	\$0 17
McGuffey's Revised Second Reader.....	30
McGuffey's Revised Third Reader.....	42
McGuffey's Revised Fourth Reader.....	50
McGuffey's Revised Speller.....	17
Fish's Arithmetic, No. 1.....	30
Fish's Arithmetic, No. 2.....	60
Kerl's Language Lessons.....	32
Wells' English Grammar.....	36
Ridpath's United States History.....	80
Monteith's Elementary Geography.....	60
Total.....	\$4 54

These are retail prices, and were the State to purchase in large quantities, a discount from these figures of 33 per cent could probably be obtained.

As such an arrangement would entail an amendment to the Constitution, it is not likely to be done very soon.

TEXT-BOOKS SOLD.

The following table shows the number of books sold and the amount of money received, to July 1, 1890:

NAME OF BOOK.	Sold.	Amount Received.
First Reader.....	156,438	\$23,465 70
Second Reader.....	116,233	37,183 65
Third Reader.....	76,331	37,220 48
Speller.....	110,119	26,021 70
Primary Number Lessons.....	55,945	11,170 88
Advanced Arithmetic.....	106,151	40,536 90
English Grammar.....	59,621	25,040 82
United States History.....	37,658	26,360 60
Lessons in Language.....	30,569	7,642 25
Elementary Geography.....	487	243 50
Totals.....	749,252	\$234,886 48

Number and value of finished books on hand July 1, 1890:

NAME OF BOOK.	Number.	Value.
First Reader.....	26,678	\$4,001 70
Second Reader.....	32,178	10,618 74
Third Reader.....	17,370	9,379 80
Speller.....	19,661	4,915 25
Primary Number Lessons.....	24,247	4,849 40
Advanced Arithmetic.....	38,508	16,170 84
English Grammar.....	40,319	16,933 98
United States History.....	37,264	26,084 80
Lessons in Language.....	19,210	4,802 50
Elementary Geography.....		
Totals.....		\$97,757 01

Amount in Revolving Fund, \$70,600 79.

SUMMARY OF RECOMMENDATIONS.

1. That applicants for State diplomas be examined by the State Board of Education.

2. That regular Institute Conductors be appointed by the State Board of Education and paid by the State, and that County Superintendents be required to confer with Superintendent of Public Instruction concerning the time of holding the various County Institutes.

3. That architects' plans and specifications for school houses costing for construction from \$500 to \$20,000 be prepared and copyrighted for the use of the School Districts of the State.

4. That the annual report of the State Board of Horticulture be required, by law, to be placed in every public school library in the State.

5. That the granting of teachers' certificates be based upon a uniform standard of qualifications and controlled by a central authority, and when certificates are so issued they shall be valid in any part of the State.

6. That at least three years of the experience required for a State educational or life diploma must be obtained in California.

7. The passage of a law authorizing counties, by a vote of the people, to establish and maintain County High Schools.

8. That the law on compulsory education be revised so as to make it more effective.

9. That the expenditure of the District Library Fund be placed in charge of the County Boards of Education.

10. That scientific temperance instruction be added to the branches in which teachers are examined.

11. That as a rule more time be given to discussions and class-drill exercises in Teachers' Institutes.

12. The adoption by the Legislature of a free text-book system.

13. The establishment of "Arbor Day."

14. The establishment of manual and industrial training (including the kindergarten) to some extent in all public schools.

15. The reduction of the amount of work generally given in the courses of study throughout the State, or the addition of a year's time in which the pupils are required to complete the course. This recommendation is regarded as absolutely essential to the well being of children in our public schools.

16. That the law providing for the distribution of State text-books be amended, making it a misdemeanor for any person in the State to sell any one of the State text-books for a higher retail price than that fixed by the State Board of Education, and allowing all persons who wish to handle them under such restriction.

PERSONAL.

In conclusion, I wish to record here my sincere and grateful thanks to the County Superintendents who have given me, throughout my incumbency, their hearty coöperation and assistance; to the thousands of teachers who have expressed their sympathy with my aims and appreciation of my efforts; to the patrons and friends of the public schools who have given me generous encouragement, and to the California press, which has been more than ordinarily friendly.

My thanks are also due to the officers and employés in the departments of the State Controller, Treasurer, Attorney-General, Secretary of State, State Librarian, and Adjutant-General, and to the Editor-in-Chief of the text-books, and the engravers for their uniform courtesy in all personal and official relations.

For four years it has been my pleasure to contribute whatever of thought and energy I could command, to the care and improvement of our educational system. In the discharge of my duties, I have attended over one hundred Teachers' Institutes, and conferred with thousands of teachers and parents.

I retire from office with an unfailing interest in the progress of our schools and an unbounded hope for their future.

I here desire to publicly commend the willing and efficient services of the attachés of the office, Mr. Joseph Pentecost and Mr. W. F. Purnell; and, in this connection, I may be pardoned if I refer particularly to the work of my Deputy. To her unflagging interest, untiring zeal, and great personal sacrifices, are very greatly due the promptness and faithfulness with which the duties of the office have been performed.

The appropriations for the office, of \$1,500 for traveling expenses, \$1,000 for expressage, telegraphing, and postage, and \$150 for contingent expenses, have been ample.

There is no deficiency, and a balance in the traveling expense fund reverts to the Treasury.

Respectfully submitted.

IRA G. HOITT,
Superintendent of Public Instruction.

IN MEMORIAM.

JOHN LINDLEY WILSON.

During the past year death has taken from among us one of our most efficient and best loved County Superintendents, John Lindley Wilson, of Colusa County. Cut off in the flower of his manhood from a most promising educational career, his loss is deeply felt by all who had ever been brought into association with him and by the schools over which he presided as Superintendent. He was born in Milan, Sullivan County, Mo., May 25, 1853, and died at his home in Colusa, March 16, 1890, aged thirty-six years.

County Superintendent Charles H. Murphy, who knew him from boyhood, pays him this tribute:

John L. Wilson was truly a self-made man, and a great man in his sphere. The spirit of enthusiasm and the habits of industry and perseverance formed in youth, were the soul of his success as an educator. A poor boy, with many difficulties to encounter and many inconveniences to endure, he felt that whatever he achieved in life must be the result of his own exertions. From the humblest walk in life, by dint of persevering industry and energy, he rose—worthily, grandly, and deservedly—to an eminent position of usefulness and influence in society.

His early education was received in the public schools of his native county, where he first engaged in teaching. At the age of twenty he entered the State Normal School of Kirksville, Mo., where, after three years, he graduated with honors from that institution in which he received the training that laid the foundation of his successful career in after life. In 1877, he came to Colusa County, where, for five years, he was successfully engaged in teaching. In 1881, he was, by a grateful and appreciative people, elevated to the highest position within the educational realm of a great county; and four years later he was reelected to succeed himself—laboring assiduously till his death. The labors of such men shape the history and mold the educational sentiment of our State. Who can fitly estimate the value of a life so full of hope and promise, so full of love and devotion for home and family, so full of enthusiasm and inspiration in the school-room, so full of patriotism for his country?

His character was without a stain. He was, indeed, a good man; an eminent educator; a safe counselor; a polished gentleman, courteous in speech and advice, and an unobtrusive Christian.

He was essentially a man of the people; of them and from them; his instincts, his sympathies, and affections were all with them; and his exertions and labors were all directed in their behalf.

Had Mr. Wilson lived, his influence on our school system would have made itself felt in the years to come, and always in the direction of progress and right.

HON. JOHN R. BRIERLY.

It is fitting that in the records of this department shall be found some memorial words regarding Hon. John R. Brierly, who died January 7, 1890, in the fiftieth year of his age.

For more than twenty years Mr. Brierly's clear intelligence and active mind were exercised in behalf of our public school system. He was County Superintendent in Santa Clara for one term, and taught both there and in Los Angeles County, with which latter place he has been especially identified since 1868.

For two terms he served in the Assembly, during both of which he

was a member of the Committee on Education, and during the sessions we had daily evidence of his abiding faith in our school system and his constant watchfulness for opportunities to benefit and improve it.

Hon. John Davis, member of the Assembly from Placer County, says of Mr. Brierly, that "more is due to him than to any other member of the late Legislatures, in securing needed legislation for our school system."

In both his public and private relations, his ready sympathies and clear judgment attracted to himself a large circle of admiring friends who must, for all time, mourn their loss.

In his death California, especially the southern portion of the State, lost one of its most efficient legislators, and the schools of our State a wise and faithful friend.

HOWARD A. MOSES.

Again we are called upon to chronicle one more death in this report, that of Hon. Howard A. Moses, for more than ten years the trusted and faithful Statistical Clerk in this department. His long service in the office rendered him thoroughly familiar with the work in its minutest details, and with the operation of the school law. His interest in everything pertaining to the schools was unfailing, and his relations with County Superintendents during that time were so cordial that his loss was deeply felt by them. Mr. Moses was one of the early comers to California, having reached this coast in 1850. He was born in Ashland, Kentucky, November 17, 1827, and died in Sacramento May 2, 1890.

He was a true, loyal friend, and generous to a fault. As a member of the ninth Assembly of California, and clerk in several of the State departments, he always earned the high reputation which he possessed for integrity and ability.

APPENDIX.

- I. State University.
 - II. State Normal Schools.
 - III. Asylums Receiving State Aid.
 - IV. List of County Superintendents.
 - V. List of City Superintendents and Principals of High Schools.
 - VI. Reports of County Superintendents.
 - VII. Reports of City Superintendents.
 - VIII. Reports of Private Schools.
 - IX. Department Circular.
 - X. List of State Superintendents since 1850.
 - XI. List of County Superintendents since 1880.
 - XII. Statistical Tables.
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STATE UNIVERSITY.

BOARD OF REGENTS.

EX OFFICIO REGENTS.

His Excellency R. W. Waterman, Sacramento	Governor, ex officio President of the Board.
His Honor Stephen M. White, Los Angeles	Lieutenant-Governor.
Hon. Robert Howe, Sonoma	Speaker of the Assembly.
Hon. Ira Gustavus Hoit, A. M., Sacramento	State Superintendent of Public Instruction.
Hon. Christopher Green, Sacramento	President of the State Agricultural Society.
David Kerr, Esq., 47-49 Beale Street, San Francisco	President of the Mechanics' Institute.
— — — — —, Berkeley	President of the University.

APPOINTED REGENTS.

	Term Expires.
Rev. Horatio Stebbins, D.D., 1609 Larkin Street, San Francisco	1894.
Louis Sloss, Jr., San Francisco	1894.
Hon. J. West Martin, Union Bank, Oakland	1898.
Andrew S. Hallidie, Esq., 329 Market Street, San Francisco	1892.
Hon. William T. Wallace, 799 Van Ness Avenue, San Francisco	1902.
John Lyman Beard, A. M., Warm Springs, Alameda County	1892.
Hon. Timothy Guy Phelps, Custom House, San Francisco	1896.
Isaias William Hellman, Esq., Los Angeles	1902.
George Thomas Marve, Jr., LL.B., 234 Montgomery Street, San Francisco	1898.
Arthur Rodgers, B.S., Ph.B., 309 Montgomery Street, San Francisco	1906.
George Jennings Ainsworth, Ph.B., North Temescal	1900.
Delphin Michael Delmas, A. M., LL.B., 310 Pine Street, San Francisco	1900.
Albert Miller, Esq., 532 California Street, San Francisco	1906.
Columbus Bartlett, Esq., 12 Montgomery Street, San Francisco	1896.
Charles Frederick Crocker, Esq., cor. Fourth and Townsend Streets, San Francisco	1904.
James Franklin Houghton, C.E., 216 Sansome Street, San Francisco	1904.

Regular meetings of the Board of Regents are held thirteen times a year, viz.: on the second Tuesday in each month, and on the Tuesday preceding the last Wednesday in June.

The University of California is an integral part of the public educational system of the State. As such it completes the work begun in the public schools. Through aid from the State and the United States, and by private gifts, it furnishes ample facilities for instruction in literature and in science, and in the professions of law, medicine, dentistry, and pharmacy. In the Colleges of Letters, Agriculture, Mining, Mechanics, Civil Engineering, and Chemistry, in the Literary Course, and in the Course in Letters and Political Science, these privileges are offered without charge for tuition, to all persons qualified for admission. In the Professional Colleges in San Francisco, except that of Law, moderate tuition fees are charged. The instruction in all the Colleges is open to all qualified persons, without distinction of sex. The Constitution of the State provides for the perpetuation of the University, with all its departments.

ORGANIZATION.

The departments of instruction comprise the following:

I. IN BERKELEY.

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|--|--------------------------------------|
| 1. The College of Letters: | 2. The College of Agriculture. |
| (a) Classical Course, | 3. The College of Mechanics. |
| (b) Literary Course | 4. The College of Mining. |
| (c) Course in Letters and Political Science. | 5. The College of Civil Engineering. |
| | 6. The College of Chemistry. |

II. AT MT. HAMILTON (Santa Clara County).

The Lick Astronomical Department (Lick Observatory).

III. IN SAN FRANCISCO.

- | | |
|-------------------------------------|--|
| 1. The Hastings College of the Law. | 3. The College of Dentistry. |
| 2. The Medical Department. | 4. The California College of Pharmacy. |

The distinctive characteristics of the various colleges are given in detail in the pages of the University Register.

HISTORY.

The University was instituted by a law which received the approval of the Governor March 23, 1868. Instruction was begun in Oakland in the autumn of 1869. The commencement exercises of 1873 were held in Berkeley, July sixteenth, when the University was formally transferred to its permanent home. Instruction began at Berkeley in the autumn of 1873.

The College of California, which had been organized several years before the University, transferred its property and students upon terms which were mutually agreed upon, and closed its work of instruction in 1869. It had been incorporated in 1855, and through its agency a part of the Oakland property of the University, and the Berkeley site now owned and occupied by the latter, were secured.

The site at Berkeley is a domain of about two hundred and fifty acres, situated on the slope of the Contra Costa hills, about five miles from Oakland, facing the Golden Gate. It is traversed by two watercourses, is much diversified in aspect, and is adapted to a great variety of culture. A portion of it is reserved to illustrate the work in agriculture and horticulture, and is now under cultivation. The undergraduate colleges were the only ones actually included in the original organization, although the Organic Act contemplated the establishment of Colleges of Law and Medicine. The Professional Colleges in San Francisco have been added from time to time. The Lick Observatory was formally transferred to the University in June, 1888.

ADMINISTRATION.

The University of California is a State institution, established by the Legislature in accordance with the Constitution, and intrusted to a corporation styled "The Regents of the University of California," which includes the Governor, the Lieutenant-Governor, the Speaker of the Assembly, the State Superintendent of Public Instruction, the President of the State Agricultural Society, the President of the Mechanics' Insti-

tute of San Francisco, and the President of the University, as members ex officio, and sixteen other Regents, appointed by the Governor and approved by the Senate. To this corporation the State has committed the administration of the University, including management of the finances, care of property, appointment of teachers, and determination of the interior organization in all particulars not already fixed by law.

The instruction and government of the students are intrusted to the Faculties of the several Colleges, and to the Academic Senate. The Senate consists of the Faculties and instructors of the University. It holds regular meetings twice a year, and is created for the purpose of conducting the general administration of the University, memorializing the Board of Regents, regulating in the first instance the general and special courses of instruction, and receiving and determining all appeals from acts of discipline enforced by the Faculty of any College; and it exercises such other powers as the Board of Regents may confer upon it.

FUNDS.

The endowments on which the College of Letters and the Colleges of Science have been founded and maintained include the following:

1. The Seminary Fund and Public Building Fund, granted to the State by Congress.
2. The property received from the College of California, including the site at Berkeley.
3. The fund derived from the Congressional land grant of July 2, 1862.
4. The Tide Land Fund, appropriated by the State.
5. Various appropriations by the State Legislature for specified purposes.
6. The State University Fund, which is a perpetual endowment derived from a State tax of 1 cent on each \$100 of assessed valuation.
7. The Endowment Fund of the Lick Astronomical Department.
8. The United States Experiment Station Fund of \$15,000 a year.
9. The gifts of individuals.

The Colleges of Medicine, Dentistry, and Pharmacy are supported by fees from students. The College of Law has a separate endowment.

There is a fine library, a gallery of fine arts, and museums, comprising most valuable and remarkable collections. The general library now contains over forty thousand volumes, and has been arranged with a view to making it especially valuable as a reference library. It receives a large number of periodical publications, literary, scientific, and general, and is furnished with author and subject catalogues and full indexes. It is being constantly augmented by gift and purchase, especially from the income of the Reese Fund of \$50,000.

ADMISSION FROM ACCREDITED SCHOOLS.

Admission from Accredited Schools is regulated by the following order of the Board of Regents:

Upon request of the Principal of any public or private school in California whose course of study embraces, in kind and extent, the subjects required for admission to any College of the University at Berkeley, a committee of the Academic Senate will visit such school, and report upon the quality of the instruction there given. If the report of such committee be favorable, a graduate of the school, upon the personal recommendation of the Principal, accompanied by his certificate that the graduate has satisfactorily completed the studies of the course preparatory to the College he wishes to enter, may, at the discretion of the Faculty of such College, be admitted without examination.

All applications made in accordance with the provisions of the foregoing paragraph must be in the hands of the Recorder of the Faculties at Berkeley, on or before the twenty-first of March of each year.

Accredited Schools—1889-90.

1. Accredited in all the requirements for admission:

Belmont School.
Oakland High School.
San Francisco Boys' High School.

2. Accredited in part of the requirements for admission:

Alameda High School—accredited for all courses save the Classical Course, excepting in English, subject fourteen.
Stockton High School—accredited for all courses save the Classical Course.
Los Angeles High School—accredited for all courses save the Classical Course.
Petaluma High School—accredited for all courses save the Classical Course, excepting in Physics, subject eleven.
Sacramento High School—accredited for all courses excepting in Physics, subject eleven.
San Diego High School—accredited for all courses save the Classical Course.
San Francisco Girls' High School—accredited for all courses save the Classical and the Literary Course.
San José High School—accredited for all courses save the Classical and the Literary Course.
Santa Cruz High School—accredited for all courses save the Classical Course and the Literary Course, excepting in Physics, subject eleven.
Berkeley Gymnasium—accredited for all courses save the Scientific Courses, excepting in Greek, subject nine.

There is a general ambition among the High Schools of the State to win the honor of being placed on the accredited list. It is an incentive to both pupils and teachers, and in many cases acts as a motive for increased membership.

No action has yet been taken by the Regents towards establishing a Department of Elocution and Vocal Culture, which is much needed.

In May, 1889, the following resolution was passed:

Resolved, That the Academic Senate be authorized to announce the intention of this Board to establish a course of instruction in the science and art of teaching as soon as the same can be properly organized.

Fourteen months have gone by, and no further action has been taken. In view of the fact that many of the graduates expect to become teachers, and of the great importance attached to professional training, the establishment of a Chair of Pedagogy seems a highly important and necessary measure.

The University is again without a permanent President.

STATE NORMAL SCHOOLS.

BOARDS OF TRUSTEES.

STATE NORMAL SCHOOL—SAN JOSÉ.

Trustees.	Address.	Term Expires.
R. W. Waterman, Governor.....	Sacramento	January, 1891.
Ira G. Hoitt, Sup't Public Instruction	Sacramento	January, 1891.
John Swett.....	San Francisco.....	May 27, 1895.
Ralph Low.....	San José.....	May 20, 1892.
Lawrence Archer.....	San José.....	July 28, 1894.
Henry French.....	San José.....	March 28, 1895.
James Denman.....	San Francisco.....	April 20, 1893.

STATE NORMAL SCHOOL—LOS ANGELES.

Trustees.	Address.	Term Expires.
R. W. Waterman, Governor.....	Sacramento	January, 1891.
Ira G. Hoitt, Sup't Public Instruction.....	Sacramento	January, 1891.
C. F. Holder.....	Pasadena.....	April 28, 1895.
A. S. Davidson.....	San Bernardino	July 16, 1893.
W. W. Bowers.....	San Diego.....	July 2, 1894.
Stephen M. White.....	Los Angeles.....	July 16, 1892.
A. E. Pomeroy.....	Los Angeles.....	July 16, 1895.

STATE NORMAL SCHOOL—CHICO.

Trustees.	Address.	Term Expires.
R. W. Waterman, Governor.....	Sacramento.....	January, 1891.
Ira G. Hoitt, Sup't Public Instruction.....	Sacramento	January, 1891.
T. P. Hendricks	Chico.....	July 2, 1893.
John Bidwell.....	Chico.....	July 2, 1894.
Jesse Wood.....	Stockton.....	July 16, 1895.
A. H. Crew.....	Chico.....	July 2, 1891.
F. C. Lusk.....	Chico.....	July 2, 1892.

PRINCIPALS OF STATE NORMAL SCHOOLS.

C. W. Childs	Normal School, San José.
Ira More	Normal School, Los Angeles.
E. T. Pierce.....	Normal School, Chico.

WORK OF THE SCHOOLS.

The Prussian Minister of Education has said that Normal Schools were the key to the merits and defects of all schools, and it is becoming more evident each year that the "quality and quantity of professional training" among teachers indicates the "quality and quantity" of results obtained.

As regards the work done by our California Normal Schools, we have every reason to be encouraged, if not satisfied. None are resting in sluggish content, but all are endeavoring to make each year's work better than the last. The graduates are in great demand in most of the counties, and the percentage of failures among them is comparatively small.

The San José school graduated in 1889 one hundred and twenty-nine students, and in 1890 one hundred and fifty-seven students.

The Los Angeles school graduated during the same years one hundred and three students, together with four from the Post Graduate course.

The Chico school was opened in September, 1889, and during the year enrolled about one hundred pupils. It will graduate its first class in June, 1891.

A fine gymnasium has been built for the Los Angeles school, under an appropriation from the last Legislature of \$10,000. One thousand dollars' worth of the most improved apparatus has been purchased for it, and it is admirably adapted to secure the best physical training. All the students, both male and female, are required to take gymnasium work at regular hours, under the direction of an instructor in physical culture. There are now three hundred and thirty-five students in the school proper, and one hundred and fifty in the practice school.

Manual training has received a good deal of attention at the San José school during the past two years, and the results have been most satisfactory.

The Normal class of the Girls' High School in San Francisco has no State support. It does good work, and has furnished some of the best teachers in the State. The law now allows the recognition of San Francisco Normal diplomas, but such recognition is not, I regret to say, generally conceded.

Our corps of Normal teachers gains in membership every year. We have now thirteen hundred and twenty Normal graduates employed throughout the State, nine hundred and sixty-six of whom are graduates from our own schools. In 1889, the number employed was one thousand one hundred and sixty-one, showing a gain in one year of one hundred and fifty-nine.

Our Normal Schools are keeping up with the times, and were never in better condition than now.

RULES OF THE JOINT BOARD OF NORMAL SCHOOL TRUSTEES.

1. The length of the course of study for graduation is *three years*; namely, one year Junior, one year Middle, and one year Senior.

2. The Board of Trustees of either school may, when they think it expedient, open and provide for a Post Graduate course of one year, open only to graduates of the California State Normal Schools.

3. Pupils who make a satisfactory record in all the studies of the regular or three years' course, either upon examination or by class work in the school, and who are recommended by the Faculty of the school as in every way entitled to the same, shall be granted the diploma of the schools; *provided*, that the entire Senior year must be passed in the school giving the recommendation.

4. Pupils completing the Post Graduate course as above shall be granted a Post Graduate diploma. At least five months of the Post Graduate course shall be taken in the school granting the advanced diploma.

5. The number of terms in the year, the time of opening and closing of terms, the arrangement of vacations, the time of graduation, and the order of succession of studies in the prescribed course, shall be fixed for each school by its local Board of Trustees.

LIST OF TEXT-BOOKS.

Readers, Speller, Grammar, History, and Arithmetic—State Series.
 Olney, or Wentworth and Hill, for additional work in Arithmetic.
 Geography—Harper's, until State Geography is ready.
 Algebra, Geometry, and Trigonometry—Wentworth.
 Physical Geography—Appleton.
 Word Analysis—Swinton.
 Composition—Chittenden.
 Rhetoric—Kellogg.
 English Literature—Shaw, Backus.
 Physiology—State.
 Zoölogy—Colton.
 Botany—Rattan and Gray.
 Physics—Gage.
 Astronomy—Rolf and Gillett.
 Geology—Le Conte's Compendium.
 Chemistry—Mead's Chemical Primer or Cooley's Chemistry.
 Civil Government—Child's Topical Analysis of History and Constitution.
 Bookkeeping—Child's Essentials.
 Political Economy—Laughlin.
 Penmanship—Payson & Dunton.
 Drawing—Garin.
 Latin—Harkness' Latin Grammar, Jones' Latin Reader, Hansen's Latin Prose Composition.
 Pedagogy—Swett, with Hewitt, Compayré, or some other work selected by the Faculty.
 Psychology—Rosenkranz.
 NOTE.—No text-book has been adopted in General History. The Faculty at San José recommend Sheldon's General History for use in the Post Graduate year.

COURSE OF INSTRUCTION.

Junior Year.

Professional.—Methods of Study based upon Psychology, six weeks. Morals and Manners, four weeks. Number Methods, five weeks. Geography Methods, five weeks.

Language.—Word Analysis, including Spelling, ten weeks. Sentence Building and Composition, ten weeks. Composition and Literary Reading, twenty weeks.

Mathematics.—Arithmetic and Number Methods, ten weeks. Book-keeping, including Penmanship Methods, ten weeks.

Science.—Botany and Methods, twenty weeks. Zoölogy and Methods, fifteen weeks. General Physiology, five weeks.

Miscellaneous.—Drawing, ten weeks. Reading, ten weeks. Drawing and Methods, ten weeks. Geography, ten weeks.

Exercises.—Music twice a week. Spelling, with Penmanship, twice a week, from which all who show themselves, upon examination, to be proficient, are to be excused. Delsarte Exercises. General News. Six Lectures in Hygiene.

Middle Year.

Professional.—Pedagogy and Training School Observation, ten weeks.

Language.—Reading and Methods, twenty weeks. Language Methods, four weeks. Rhetoric, sixteen weeks.

Mathematics.—Geometry and Methods, twenty weeks. Algebra and Methods, twenty weeks.

Science.—Human Physiology and Methods, ten weeks. Physics and Methods, twenty weeks.

Miscellaneous.—History and Methods, twenty weeks. Drawing, ten weeks. Constitution, five weeks. Reviews, five weeks.

Exercises.—Music twice a week, once in each section. Manual Training. General News.

Senior Year.

Professional.—Pedagogy and Observation in Training School, ten weeks. Teaching in Training School, twenty weeks. Pedagogy, ten weeks. Methods, School Law, and School Government, ten weeks.

Language.—Literature, ten weeks. Grammar and Methods, twenty weeks.

Mathematics.—Arithmetic and Methods, twenty weeks. Geometry and Methods, ten weeks.

Science.—Chemistry and Methods, twenty weeks. Physics, ten weeks. Physical Geography, ten weeks.

Miscellaneous.—Drawing, ten weeks.

Exercises.—Music twice a week. Delsarte and Vocalization twice a week. Physical Exercise throughout the course.

Post Graduate Year.

Professional.—Philosophy of Education,* fourteen weeks. Philosophy of Education, fourteen weeks. Higher Methods, ten weeks.

Language.—Latin,* twenty weeks. Latin, twenty weeks.

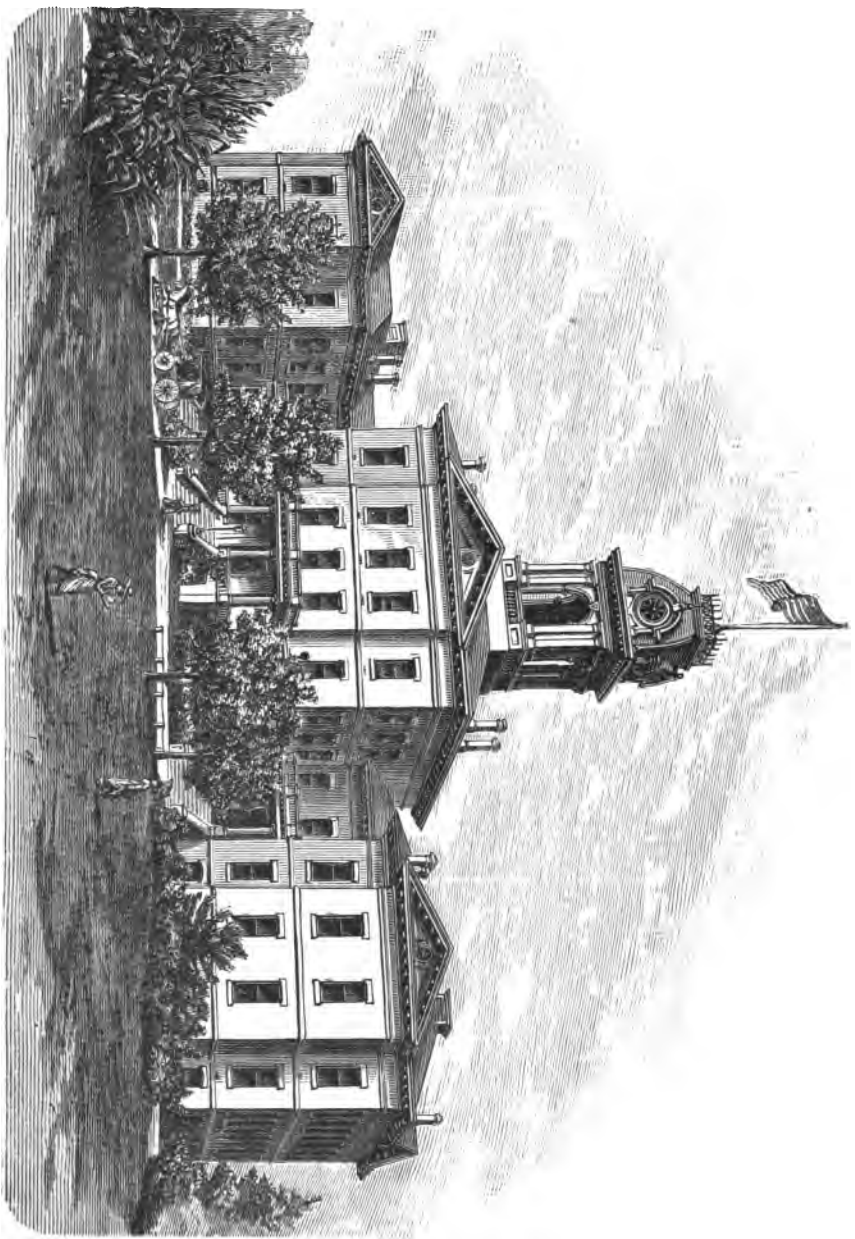
Mathematics.—Algebra,* sixteen weeks. Geometry, fourteen weeks. Trigonometry, ten weeks.

Science.—Geology, ten weeks. Astronomy, ten weeks.

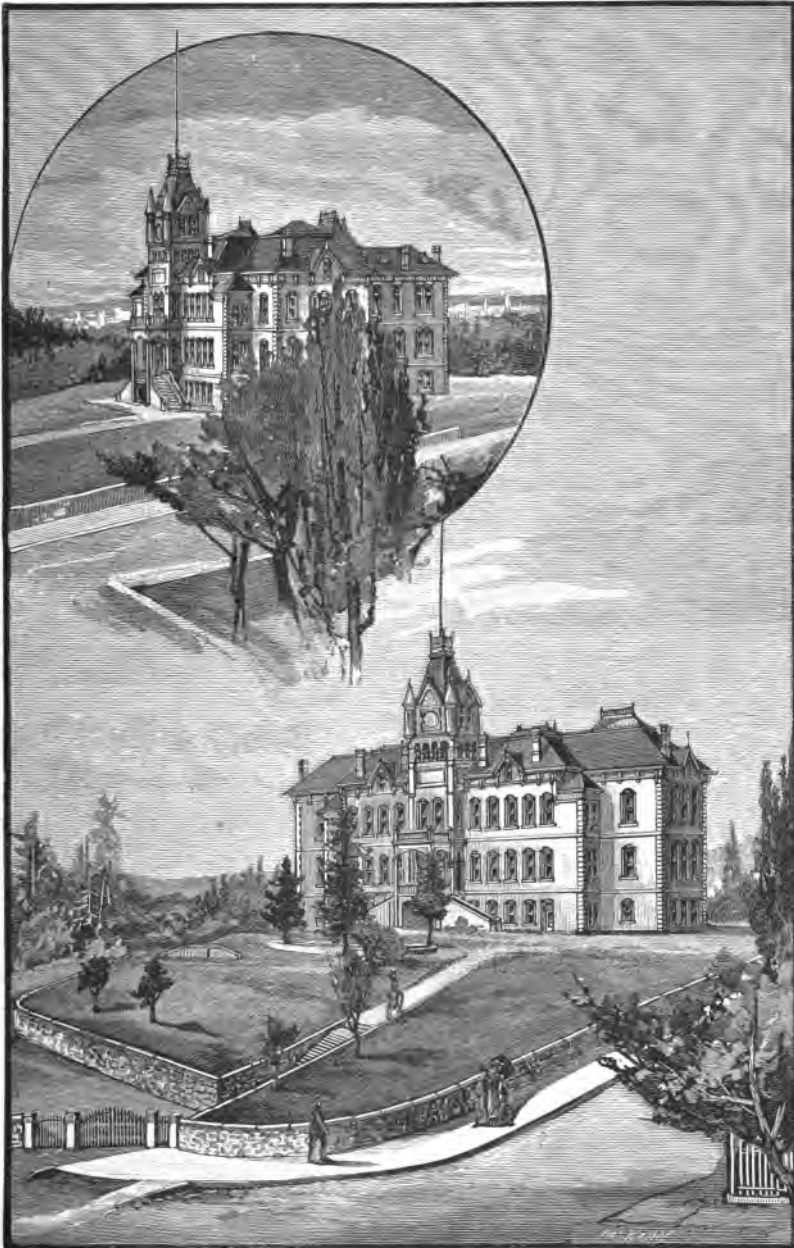
Miscellaneous.—General History,* ten weeks. Political Economy, fourteen weeks. Directed Reading,* ten weeks.

Exercises.—Vocal Music and Methods in Music.

* Recognizing that this course is very heavy, even for a teacher, the Faculty recommend that as much of the Post Graduate work as possible be mastered before entering the class. The subjects recommended for study before entering the class are starred above.



STATE NORMAL SCHOOL, SAN JOSÉ.



STATE NORMAL SCHOOL, LOS ANGELES.



STATE NORMAL SCHOOL, CHICO.

ASYLUMS RECEIVING STATE AID.

The law makes it the duty of the Superintendent of Public Instruction to visit and inspect the following named institutions:

Sacramento Protestant Orphan Asylum.....	Sacramento.
Pacific Hebrew Orphan Asylum.....	San Francisco.
San Francisco Almshouse.....	San Francisco.
San Francisco Female R. C.	San Francisco.
St. Joseph's Infant Orphan Asylum.....	San Francisco.
Ladies' Protective and Relief Society.....	San Francisco.
San Francisco Protestant Orphan Asylum.....	San Francisco.
Good Templars' Home for Orphans.....	Vallejo.
Pajaro Vale Male Orphan Asylum.....	Watsonville.
St. John's Orphan Asylum.....	San Juan, San Benito County.
Female Orphan Asylum.....	Santa Cruz.
Los Angeles Orphan Asylum.....	Los Angeles.
Los Angeles Orphans' Home.....	Los Angeles.
Ladies' Relief Society.....	Oakland.
St. Vincent's Male Orphan Asylum.....	San Rafael.
Home of Benevolence.....	San José.
St. Vincent's Orphan Asylum.....	Santa Barbara.
Grass Valley Orphan Asylum.....	Grass Valley.
Home for Feeble-Minded Children.....	Santa Clara.

These institutions have been inspected officially by the Superintendent or his Deputy. They have generally been found in good condition. To this rule there are very seldom exceptions. The children receive careful attention as to health and comfort, as well as in the matter of morals and manners.

The children of several of these asylums attend the public school, where they receive a better and more systematic and thorough mental training than they would be likely to receive elsewhere.

We note with satisfaction that in several instances considerable attention has been given to industrial training. The efforts in this direction should be encouraged, and the work carried to a much greater extent. In that way the children will be led to respect labor and learn self-reliance. The education given to the inmates of our orphan asylums should make the pupils self-helpful and self-reliant when it shall become necessary for them to depend upon themselves. For the most part, the course of instruction given in these institutions is commendable; there are, however, some instances where improvement ought to be found.

SACRAMENTO PROTESTANT ORPHAN ASYLUM.

There are one hundred and twenty children from two to fourteen years of age in this institution.

The school is in a separate building, but within the same inclosure, and is under the supervision of the City School Department. The pupils stand equally well with those of the other public schools. The care given to the children and the neatness displayed about the buildings leave no room for criticism. A kindergarten class is much needed, and should be opened at an early day. The system of heating the rooms, by small grates, is not equal to the demands of so large a building.

PACIFIC HEBREW ORPHAN ASYLUM.

This institution is a model of its kind. The sleeping apartments, kitchen, dining-room, bath-rooms, and playground, and, in fact, every part of the institution is kept in excellent condition. The children attend the public schools. There are also two evening classes, to aid such as need special assistance. This institution has a well selected library, which is a potent help in the development and training of the young, if properly used.

THE SAN FRANCISCO ALMSHOUSE

Has long been under excellent management, and is still a credit to the city and the State.

LADIES' PROTECTIVE AND RELIEF SOCIETY OF SAN FRANCISCO.

Everything in and about the institution was neat and clean; the dining-room, laundry, kitchen, and dormitories were in a condition which indicated good management and excellent care.

There are about two hundred and twenty children in the institution, twenty of whom are mere infants, and about thirty others in the kindergarten department. The remainder of the number range from six to fifteen years of age, and are divided into classes corresponding to the primary grades and lower grammar grades of the public schools. The exercises of the kindergarten department were pleasing. The children are taught to use their hands and eyes, and the walls of the room were quite handsomely decorated with their handiwork. Better work should be done in the primary departments. There seemed to be a lack of spirit on the part of both the teacher and pupils in the lowest primary room. The teacher would be much benefited, and her pupils would improve much more rapidly, if she would seek some professional training for her work. There are too many pupils in the class-room for one teacher. In the next higher class-room the regular teacher was absent, and a young girl in charge. A brief examination of the class indicated a like condition of things as found in the room last mentioned. In the highest room quite a different state of things was found. The teacher and pupils were in sympathy, and the exercises in reading, arithmetic, spelling, writing, history, word lessons, and singing, with a single exception, did credit to both teacher and pupils. The girls are required to change their aprons and the boys their outer garments between the playground and the school-rooms in all of the classes, hence they appear neat and tidy, with bright, clean faces and well kept hair, while their morals and manners seem to be well directed. The yards have been planked since my visit last year, but the building in some parts needs new flooring, and the interior is sadly in need of repairs and paint.

SAN FRANCISCO PROTESTANT ORPHAN ASYLUM.

The Protestant Orphan Asylum is an excellent representation of the bright side of sorrow. It is in its way a model home. There are one hundred and ninety-seven inmates, about half of whom are boys and half girls, divided into a nursery, a kindergarten, two primary, and one

grammar department. The kindergarten exercises were well conducted, and, in addition to these, the little children are taught to advance to the center of the room from opposite sides and greet each other by shaking hands in a graceful manner, and retire to their respective places. The work in all the other classes is in good hands, and some of the results will compare favorably with the best work done in the public schools, the only drawback in the school work being found in the fact that when the children are old enough and far enough advanced to enter the highest grades they usually find homes outside the institution. The spirit of the entire school is good. The children are taught to cultivate flowers around the schoolyard, and the older girls are taught to sew and assist about the institution in caring for the little ones. At meal times the children are particularly orderly, and are served with good, wholesome food, and plenty of it.

An inspection of every part of the building showed everything to be scrupulously neat and clean. The children are kept in a tidy, healthy condition, and are cheerful and happy. A new dormitory is nearly completed for the boys. Some new modern furniture is needed in one of the school-rooms, and the schoolyard ought to be planked.

THE HOME OF BENEVOLENCE,

At San José, contained fifty-six inmates at the time of our visit—thirty-two boys and twenty-four girls—ranging in age from infancy to fourteen years. The children who are of suitable age attend the public schools. The girls are taught to sew and do housework. The boys make their own beds and give such other assistance about the place as may be required of them and they are capable of rendering. The visit afforded us satisfaction.

ST. VINCENT'S MALE ORPHAN ASYLUM,

Near San Rafael. Since my last visit a new building has been erected, and other improvements have been made about the place. The determination on the part of the new President, expressed at my former visit, to improve the condition of the institution, has been carried into effect.

The most of the teaching is done by Sisters, of whom there are now eight employed. The work in the class-rooms, in some cases, is done by teachers who have had experience in the public schools, and is well performed. In other rooms it is fairly good, and in others still it should be improved. The condition of the kitchen, store-rooms, bakery, meat-room, dining-room, and dormitories was found to be good. The boys are well fed, and apparently comfortable, contented, and happy.

No one who will take the trouble to visit these institutions will question the wisdom of the State in giving them its support; provided, always, that they are properly administered. They not only relieve but also prevent much distress and suffering, and train to useful citizenship those who might, and undoubtedly would, otherwise become criminals.

FEMALE ORPHAN ASYLUM

At Santa Cruz is a well managed institution. Everything about the premises is scrupulously neat and clean. The girls are taught plain and

fancy sewing, and are successfully trained in the culinary arts. Their singing was excellent, and much of the school-room work commendable. Better means of ingress and egress should be provided for the dormitories, to secure the safety of the girls in case of fire. Morals and manners receive careful attention.

PAJARO VALE MALE ORPHAN ASYLUM,

At Watsonville, has made some improvement since our first visit. There is still room for much more improvement in the care of the premises, and in the attention paid to the personal neatness of the boys.

LOS ANGELES ORPHAN ASYLUM.

The premises were particularly neat. The children are well cared for, but when established in the new fine brick building in process of erection, will be much better off. The method of instruction in the school-room is very far behind the times. The teachers should keep up with the educational progress of the day, modernize their system, and make it more in keeping with that followed in the public schools.

LOS ANGELES ORPHANS' HOME

Is in good condition, and enjoying the new and commodious quarters into which they have moved during the past year. The children who are of suitable age attend the public schools.

OAKLAND LADIES' RELIEF SOCIETY.

There is no institution in the State that receives better management than this. There are one hundred and three inmates, ranging from two to thirteen years of age, two thirds of whom are boys.

Neatness and cheerfulness prevailed, and the boys were especially gentlemanly in their deportment.

The dormitories, kitchen, dining-room, laundry, wash-rooms, and play-rooms were immaculate in their appearance. The children are given plenty of good, wholesome food, and are neat and clean in their clothing, and all in good health.

The older girls are taught sewing and housework, and especial attention is paid to teaching morals and manners.

About thirty of the younger children attend a kindergarten in a well arranged and well furnished room in the building, and about sixty-three of the older ones attend the public school of Temescal, only a couple of blocks away.

One commendable point about the attendance of these children at the public school is the fact that they cannot be distinguished by their dress from other children, there being no uniformity of colors worn.

THE GRASS VALLEY ORPHAN ASYLUM

Continues to be well managed. The departments for boys and girls are in separate grounds, and both are under the care of the Sisters. The school-room work is well done.

THE GOOD TEMPLARS' HOME FOR ORPHANS,

At Vallejo, has four teachers. The grading of the classes and the educational work are somewhat like that in the public schools, the difference being in the fact that as soon as good places are found for the pupils they are permitted to leave the institution, and others come in to fill their places, consequently the efficiency of the schools in this and kindred institutions cannot be so well maintained as in the public schools. There has been improvement since our last visit in the care of the halls and school-rooms. As a whole, this institution is in good condition, and doing good work.

DEAF AND DUMB AND BLIND ASYLUM.

The institution for the education of the deaf and dumb and the blind is a part of the public school system of the State, and as such properly comes within the purview of this report. The institution is located at Berkeley, upon grounds and in buildings admirably adapted to the purposes of such a school. The number of pupils under instruction during the two years ending June 30, 1890, was two hundred and nine. Forty-one pupils have been graduated and discharged, leaving one hundred and sixty-eight names on the register at the close of the fiscal year. Since the opening of school this number has been increased to one hundred and eighty-one.

Much improvement has been made during the two years in the matter of providing for the comfort of the pupils, and enlarging facilities for the conduct of their education. The school building has been carried up another story, and a fine assembly hall and class and art rooms thus added sufficient for the needs of the institution for a number of years. A new home for girls has also been built, which provides accommodation for the home life of about fifty more girls. The great advantage of the segregated building plan is shown in the facility with which provision can be made for additional pupils from time to time without interfering with the unity or comfort of the school.

The Principal reports that the health of the pupils during the two years has been excellent, and that no death has occurred in the institution for over four years. On the whole we have reason to believe that the institution is doing its beneficent work successfully and economically.

ST. JOHN'S ORPHAN ASYLUM,

At San Juan, is in charge of the Sisters, and was found in a satisfactory condition, except that some new school furniture is much needed, and the drainage should be improved. The children appear to be healthy and happy, and are pursuing a similar course of study to other like institutions.

ST. JOSEPH'S INFANT ORPHAN ASYLUM,

At South San Francisco, contains three hundred children, only one third of whom are boys. They range in age from one week to fourteen years, though nine tenths of them are under nine years. The boys are transferred to St. Vincent's Orphan Asylum at the age of eight or nine years. The institution is managed by the Sisters, of whom there are

sixteen. The rooms are comfortably furnished, the ventilation and drainage are excellent, and every part of the buildings, from kitchen to dormitory, is kept in a scrupulously neat and clean condition. The children are tidy, healthy, and apparently happy. There was but one of the entire three hundred on the sick list at the time of our visit. This institution is managed with credit to all concerned.

FEMALE ORPHAN ASYLUM (ROMAN CATHOLIC),

South San Francisco, is on the same tract of land as the St. Joseph's Infant Orphan Asylum. It is in charge of twenty Sisters and four assistant teachers. There were four hundred and forty-nine girls in the institution at the time of our visit, only three of whom were in the infirmary. The number of inmates varies from month to month. The buildings are admirably suited to their purpose. The girls are taught to assist about the work of the house and to do sewing. Morals and manners are well cared for. The singing is good, but the school-room work, as a whole, is not and cannot be expected to equal that in the public schools. In all other respects the condition and management of this asylum is much to be commended.

HOME FOR FEEBLE-MINDED CHILDREN.

This institution is one of the most important and best conducted in the State.

The pioneer in the movement for establishing this Home for unfortunates was Mrs. Julia M. Judah, of San Mateo, who, with two earnest co-laborers, Mrs. Kate B. Lathrop and Colonel Wm. Harney, have worked unceasingly and with pure devotion to perpetuate and popularize this humanitarian work. The Home became a State institution in March, 1885, and was opened for admission of inmates in December of the same year. Beginning with twenty inmates, it soon became apparent that the accommodations would have to be greatly enlarged, which was done by the legislative appropriations of 1887, and again, in 1889, authority was given by the Legislature to purchase a larger site and erect new buildings. This was accordingly done, and the new Home was located at Hillgirt, near Glen Ellen, in Sonoma County.

The erection of permanent buildings on the new site is proceeding as rapidly as possible, in view of the fact that it has long been impossible to provide for the numerous applicants as rapidly as demands were made.

The new tract contains one thousand seven hundred acres, with four hundred acres ready for cultivation. There are already on the place from sixty to seventy thousand fruit trees and sixty acres of bearing vineyard, and, altogether, the future prospects are very flattering.

The President's report says: June 1, 1890, the membership was one hundred and nineteen, with eighty-nine applications for admission on file, and seventy-seven sets of application papers not yet on file.

There is no institution in our State for which the appropriations are so richly deserved or more judiciously and economically expended.

The Trustees receive no salary, but freely give of their time, their labor, and their substance to forward their humane work.

COUNTY SUPERINTENDENTS—1891-1895.

COUNTIES. H. S.	Name.	Post Office Address.
- Alameda 4 4 4	George W. Frick	Oakland.
- Alpine	Mrs. Anna M. Arnott	Markleeville.
- Amador	George F. Mack	Ione.
- Butte X	G. H. Stout	Cherokee.
- Calaveras	Wm. M. Nuner, Jr.	San Andreas.
- Colusa (2)	Mrs. H. L. Wilson	Colusa.
- Contra Costa (2)	W. A. Kirkwood	Martinez.
- Del Norte	Mrs. S. G. Wright	Crescent City.
- El Dorado	C. B. Wakefield	Placerville.
- Fresno	Thos. J. Kirk	Fresno.
- Humboldt	J. B. Brown	Eureka.
- Inyo	J. H. Shannon	Bishop Creek.
- Kern	Alfred Harrell	Bakersfield.
- Lake	Mrs. E. K. Harrington	Lakeport.
- Lassen	Mrs. M. P. Woodin	Bieber.
- Los Angeles 4 4	W. W. Seaman	Los Angeles.
- Marin 4	Robert Furlong	San Rafael.
- Mariposa	Mrs. Wm. D. Egenhoff	Mariposa.
- Mendocino	W. K. Dillingham	Ukiah.
- Merced	J. A. Norvell	Merced.
- Modoc	J. A. Vergon	Alturas.
- Mono	Cornelia Richards	Bridgeport.
- Monterey 2	Job Wood, Jr.	Salinas.
- Napa	Anna E. Dixon	Napa City.
- Nevada 4 4	W. J. Roger	Nevada.
- Orange	J. P. Greeley	Santa Ana.
- Placer	O. F. Seavey	Auburn.
- Plumas 4	B. R. Foss	Quincy.
- Sacramento 4	B. F. Howard	Sacramento.
- San Benito	J. N. Thompson	Hollister.
- San Bernardino 3	G. W. Beattie	San Bernardino.
- San Diego 4 4 4 4	Harr Wagner	San Diego.
- San Francisco 4 4 4 4 4	John Swett	San Francisco.
- San Joaquin 4	George Goodell	Stockton.
- San Luis Obispo	W. M. Armstrong	San Luis Obispo.
- San Mateo	J. F. Utter	Redwood City.
- Santa Barbara 4	G. E. Thurmond	Carpenteria.
- Santa Clara 4 4 4 4 4	L. J. Chipman	San José.
- Santa Cruz 4	John W. Linscott	Watsonville.
- Shasta	Miss E. G. Welsh	Redding.
- Sierra	T. J. McGrath	St. Louis.
- Siskiyou	John Kennedy	Yreka.
- Solano	C. B. Webster	Fairfield.
- Sonoma 4 4 4 4	Mrs. F. McG. Martin	Santa Rosa.
- Stanislaus 4	W. B. Howard	Modesto.
- Sutter	G. B. Lyman	Yuba City.
- Tehama 4	Belle Miller	Red Bluff.
- Trinity	George E. Noonan	Weaverville.
- Tulare 4	Samuel A. Cruikshank	Visalia.
- Tuolumne	G. P. Morgan	Columbia.
- Ventura 4	Samuel T. Black	Ventura.
- Yolo	George Banks	Woodland.
- Yuba 4	H. H. Folsom	Marysville.

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 103. {
 Pomona
 Riverside
 Vallejo
 Visalia
 San Bernardino

CITY SUPERINTENDENTS OF SCHOOLS.

D. J. SULLIVAN.....	Alameda.
✓ W. M. FREISNER.....	Los Angeles. -
H. H. FOLSOM.....	Marysville. -
J. W. McClymonds.....	Oakland.
WILL S. MONROE.....	Pasadena.
F. A. MOLYNEAUX.....	Pomona.
C. H. KEYES.....	Riverside. -
ALBERT HART.....	Sacramento. -
A. D. TENNY.....	Salinas.
EUGENE DE BURN.....	San Diego.
JOHN SWETT.....	San Francisco. -
F. P. RUSSELL.....	San José. -
A. L. KELLOGG.....	Santa Clara.
W. R. LEADBETTER.....	Stockton. -
J. M. CHASE.....	Vallejo.
C. J. GIDDINGS.....	Visalia.
Alexander E. Tanya.....	1891, San Bernardino

PRINCIPALS OF HIGH SCHOOLS.

PRINCIPAL.	Address.	County.
J. B. McChesney	Oakland	Alameda.
S. D. Waterman	Berkeley	Alameda.
J. H. Firehammer	Alameda	Alameda.
Lizzie A. Packard	Los Angeles	Los Angeles.
C. S. Smyth	San Rafael	Marin. 0
A. D. Tenny	Salinas	Monterey. 0
T. L. Heaton	Fresno	Fresno.
^{8/6/10} T. B. Gray	Nevada	Nevada.
^{5/12} J. M. McPetridge	Grass Valley	Nevada. 0
James H. Pond	Sacramento	Sacramento.
^{Davidson} Frank H. Hyatt	San Diego	San Diego.
^{10/10/10} Mrs. M. W. Kincaid	2219 Pacific Street	San Francisco.
Frank Morton	1322 Ellis Street	San Francisco.
James G. Kennedy	Cogswell High	San Francisco.
Walter N. Bush	Commercial High	San Francisco.
Ham. Wallace	Stockton	San Joaquin.
E. D. Syle	Santa Barbara	Santa Barbara. 0
L. B. Wilson	San José	Santa Clara.
W. S. Hall	Gilroy	Santa Clara.
^{4/9/10} G. H. Crowell	Los Gatos	Santa Clara. 0
D. C. Clark	Santa Cruz	Santa Cruz. 0
J. S. Condon	Vallejo	Solano.
^{Conrad} H. C. Petray	Santa Rosa	Sonoma.
^{5/10/10} S. Crawford	Petaluma	Sonoma.
H. R. Bull	Healdsburg	Sonoma.
Thos. Downey	Modesto	Stanislaus.
O. E. Graves	Red Bluff	Tehama.
^{Feb 10} F. F. Fennell	Tulare	Tulare. 0
	Ventura	Ventura.
	Marysville	Yuba.

Chas. C. Swafford, Petaluma Sonoma

PRINCIPALS OF GRAMMAR SCHOOL COURSE SCHOOLS.

PRINCIPAL.	Address.	County.
C. H. Clement	Livermore	Alameda.
H. W. Chapman	Haywards	Alameda.
George F. Mack	Ione	Amador.
John W. Reese	Plymouth	Amador.
H. F. Walter	Sutter Creek	Amador.
Warren Loree	Volcano	Amador.
Richard White	Chico	Butte.
John E. Hayman	Colusa	Colusa.
L. E. Vickers	Willows	Colusa.
O. E. Swain	Antioch	Contra Costa.
Clara K. Wittenmeyer	Martinez	Contra Costa.
J. H. Strine	Downey	Los Angeles.
James D. Graham	Pasadena	Los Angeles.
M. Manley	Santa Ana	Orange.
F. E. Crofts	San Rafael	Marin.
J. N. Flint	Black Point	Marin.
J. L. Shearer	Napa City	Napa.
Edward Hyatt	San Jacinto	San Diego.
B. B. Cory	Lodi	San Joaquin.
J. S. Moulton	Linden	San Joaquin.
Nicholas Messer	San Luis Obispo	San Luis Obispo.
James N. Selby	Nipomo	San Luis Obispo.
J. B. Hankenson	Paso Robles	San Luis Obispo.
J. F. Utter	Redwood City	San Mateo.
G. P. Hartley	Redwood City	San Mateo.
Holton Webb	Lompoc	Santa Barbara.
	Watsonville	Santa Cruz.
Emma Garretson	Benicia	Solano.
Ellsberry Newby	Suisun	Solano.
J. S. Brown	Rio Vista	Solano.
O. W. Grove	Cloverdale	Sonoma.
Lucie Fries	Sonoma	Sonoma.
Maggie Robb	Salida	Stanislaus.
Ella A. Zielian	Modesto	Stanislaus.
Clay C. Childress	Hanford	Tulare.
	Visalia	Tulare.

EXTRACTS FROM REPORTS OF COUNTY SUPERINTENDENTS.

ALAMEDA.

P. M. FISHER, County Superintendent..

The Alameda County Teachers' Institute met in Hamilton Hall, Oakland, October second, for a session of three days, with three hundred and fifteen teachers in attendance. The Institute was conducted by County Superintendent Fisher, assisted by Dr. A. E. Winship, of the New England Journal of Education. Addresses were delivered on the "Boy; and How to Get Along with Him;" "The Coming American Philosophy;" "Old Field Schools and Old Field Schoolmasters;" the last named address being given by Dr. J. C. Simmons, of Colusa.

The teachers of the county outside of Oakland gave the Oakland City teachers a brilliant and enjoyable reception in Cavalry Hall on the second evening of the Institute. It was one of the most enjoyable meetings ever held by the teachers of the county, and added no little to the good feeling of the Institute. The teachers voted the addresses of the speakers profitable as well as entertaining, and the Institute was judged a success.

Expense of Institute was \$139 21.

Schools are doing well. Graduations continue to hold public interest and stimulate the pupils of the district schools. Property in excellent condition. Fine two-story buildings please the eye and fill a want in Warm Springs and Niles. Additional rooms have been built in Oakland, and two new High School buildings put up, one of which was destroyed by fire.

In the prosperous and progressive city of Alameda bonds have been voted, and at least one commodious building will be erected next year.

The excellent effects of the educational legislation of 1889 are being felt, and school officers, teachers, and the public indorse the work of that legislative body, and stamp it with their approval. In my judgment the school law of the State is now in better shape than it has been for many years, and the recent amendments show decided progress in the direction of making the school system as perfect as it is possible for human imperfections to make it. In all that recent impulse in this direction, Superintendent Hoitt has been enthusiastic, sagacious, and determined, filling his place with credit, true to the wants of teachers, and faithful to the duty he owes the State.

ALPINE.

HARRIET A. GROVER, County Superintendent.

The schools of this county have made fair progress the past year. Some improvements have been made on school property.

School houses are in good condition.

The financial condition of our schools is slightly improved.

No district has had less than seven months' school, and with strict economy an eight months' school could be maintained.

This county holds no Institute.

AMADOR.

GEORGE F. MACK, County Superintendent.

A very instructive three days' session of the Teachers' Institute was held in Jackson October 23, 24, and 25, 1889. Prof. C. H. McGrew, of San José, Institute Conductor.

Much interest—amounting to enthusiasm—prevailed. Only a few years ago the County Board of Education was devising means by which to compel the attendance of teachers at these annual gatherings, but now it is very different. Our Institutes, for the past two years, have been productive of much good. Teachers realize this truth, and, as a consequence, we had but three absentees from our gathering this year, and those solely on account of sickness—self or family.

By unanimous vote, the County Superintendent was requested to have the next year's Institute convene for four days instead of three. Our roll call numbered fifty-four names out of a possible sixty-one active members and several honorary members.

Expense of Institute, \$112 50.

The public schools of "Little Amador" are prospering: Greater interest in school matters is manifest in every way; an increased number of visits from Trustees and patrons; a larger average session than previous years; and, although fewer children are reported on the census returns, yet there has been, during the past year, a greater average daily attendance. The purchase of much patent furniture, increased facilities and accommodations for pupils, the building and relocating of several school houses nearer a traveled road, the increase in teachers' salaries, and the desire to organize new districts, all go to prove that the schools of the county have an upward tendency.

BUTTE.

D. W. BRADDOCK, County Superintendent.

It is most gratifying to be able to report once more a most prosperous school year. We have just closed the longest term ever held in the county, averaging a fraction over eight months, and 50 per cent of the children have had access to schools running nine months. The Board of Supervisors is entitled to much credit for its liberality in fixing the county school tax rate to meet the demands of the department. There is now, at the close of the school year, an average balance per district of \$357. This enables the Trustees to make necessary repairs and procure suitable furniture. Nor will teachers be compelled to wait until January for their money or have their orders discounted.

Eighty per cent of our teachers are first grade, and 65 per cent of these hold life or educational diplomas.

Our Institute at Chico, last December, was well attended, and much good work was done.

State Superintendent Hoitt was present and rendered valuable assistance.

Teachers' Institutes have done much toward establishing uniform methods of teaching—and better methods. We are advancing, moving forward; slowly, probably, but nevertheless progressing.

CALAVERAS.

WM. N. NUNER, JR., County Superintendent.

The County Institute was held at Mokelumne Hill, opening Tuesday, October 15, 1889, and closing Friday, October eighteenth.

The session lasted four days, and was conducted by Superintendents J. L. Wilson, of Colusa, and P. M. Fisher, of Alameda.

Fifty-seven teachers were present. Lectures were delivered by the following named gentlemen: Rev. A. K. Crawford, subject, "What Has Religion to Do with the Public School?" Supt. P. M. Fisher, subject, "Public Schools;" Supt. J. L. Wilson, subject, "Benedict Arnold."

The expenditures, not including what was donated by the residents of Mokelumne Hill, amounted to \$143.

It was thought that the interest manifested at Murphys last year could not be surpassed; but this was called "the Institute of all Institutes," for the enthusiasm and ardor shown by the teachers, and also the residents of Mokelumne Hill.

The teachers deeply regretted the absence of our genial and popular State Superintendent.

It was the unanimous opinion that Institutes add much to the educational stimulus of the teachers, and could such men as Messrs. Fisher and Wilson be obtained for conductors, there would never be any lack of interest on the part of the teachers.

I would suggest that the school law be so amended that the School Superintendent's office be abolished; that is, if provisions are not made so that he may devote his whole time to the supervision of the schools. If a county has not a sufficient number of schools to maintain a Superintendent's office, let two or more counties unite and select an able man for the position.

COLUSA.

MRS. H. L. WILSON, County Superintendent.

The Teachers' Institute of Colusa County for 1890 convened in Wil-lows, November 4, 1889, and continued in session to and including November eighth. Of the eighty-six teachers in the county, all but one attended the Institute. The forenoon sessions were devoted to the reading of papers on important educational topics by teachers of the county, to thorough discussion of such topics by the Institute, and to class exercises practically illustrating the methods of instruction. Papers read were: "Mental Growth," by C. L. Lathrop, and "School-Room Tyranny," by W. M. Finch. Prof. E. T. Pierce discussed United States History. Arithmetic was

divided into subjects, and was ably handled by the following teachers: "How to Teach Fractions," by George F. Myrick; "How to Teach Percentage," by W. L. Gay; "Practical Applications of Arithmetic," by Messrs. O. B. Parkinson and Howard Ford. Class exercises were as follows: "Paper Modeling," by Miss Mallie Bowling; "Arithmetic," by Miss Kate E. Johnson; "Bookkeeping," by Prof. L. E. Vickers.

The Institute and people of Willows were highly entertained and instructed by the able lectures delivered each evening. They were fortunate in having with them the learned Dr. A. E. Winship, of Boston, editor of the "New England Journal of Education," who completely captured our Institute with his genial, whole-souled manner, and his eloquent and instructive lectures. Dr. C. C. Stratton, of Mills College, Oakland, as is his wont, delivered a highly instructive and thought-producing lecture on "Our Times and Their Needs." Hon. Ira G. Hoitt gave the Institute valuable service, and favored all with a lecture. Prof. E. T. Pierce, of the Chico Normal, was of inestimable assistance to the Institute in his talks and discussions. Prof. Keith, of Pierce Christian College, gave an instructive lecture on the "Chemistry of a Raindrop;" and Prof. Wm. Henslee, of the Orland Normal, addressed the people in an interesting lecture on "The Teacher."

At the close of this Institute, at a banquet given the teachers by the liberal, appreciative, and courteous people of Willows, the Institute presented to their Superintendent a handsome gold watch and chain, a fitting token of their high esteem for him. And for the first time in his life, this expression of the affection of his teachers so overcame him that, as he expressed it, he could hardly rise, or stand after having risen. But he very feelingly accepted the gift, and wore it with pride and enjoyment during the few months of life that remained to him.

The marked prosperity of our schools, spoken of in last year's report, continues. Our teachers have been as liberally paid, and have maintained nearly the same high average length of term, notwithstanding the severity of our winter.

The average wages show a small increase over that of last year. Average for 1890, \$76 53. The fact that the Trustees are able to maintain this high average is, of course, due to the liberality of our Board of Supervisors. Our county fund far exceeds the State fund.

Our teachers show their desire to reach the top rung of the ladder by the number of Grammar Grade and Grammar School Course certificates reported.

For the first time since 1882 the Superintendent has failed to visit the schools of his county. This was on account of sickness, which terminated fatally to him on the sixteenth of March, 1890. His untimely death is an irreparable loss to the schools of this county, for in him they had a true friend, the teacher a strong support, and the school children an example of purity, integrity, and true manhood.

CONTRA COSTA.

W. A. KIRKWOOD, County Superintendent.

The Contra Costa County Teachers' Institute convened in Martinez, September 18, 1889, and continued in session three days.

Professor Allen, ex-Principal of the San José State Normal School, was the Conductor of the Institute, ably assisted by our Superintendent of Public Instruction, Ira G. Hoitt, who spent two days with the Institute, giving much valuable instruction and several very interesting talks. All the teachers in the county were in attendance at the Institute. Much interest was manifested, and many spirited debates held.

The subject of the American flag was ably discussed, and placing the flag in every school house was enthusiastically indorsed.

State Superintendent Ira G. Hoitt lectured to a large and appreciative audience in the Martinez Opera House on Thursday evening, September 19, 1889. Subject of lecture: "Graces and Follies of the Teacher's Life."

Expenses of Institute: Conductor, \$75; hall rent, \$20; total, \$95.

The schools of Contra Costa County are in a prosperous condition. They were never as well off financially as they are to-day. Every district in the county, without exception, has funds sufficient to maintain a nine months' school.

Our school houses as a rule are neat, commodious, and substantial.

Antioch School District has just completed a handsome six-room building, with all modern improvements, at a cost of \$15,000.

Great interest has been taken by the Trustees in improving the school property during the past year.

The majority of our schools raised funds by subscription and purchased flags and poles, and with appropriate ceremonies unfurled the "Emblem of Liberty," to fly over the school houses on all appropriate occasions.

I would suggest that the school law be amended so that school elections may be held on Saturday.

DEL NORTE.

S. G. WRIGHT, County Superintendent.

In June, 1887, the Del Norte County Board of Education passed resolutions as follows: That examinations for promotion be held in June of each year, in all the public schools; that the Board of Education prepare questions for entrance to and promotion in the Grammar Grade, as well as for graduation; that the several teachers prepare questions for all grades below the third.

This change has worked most beneficially, exciting a hitherto dormant ambition in the pupils, and a more active effort on the part of the teachers.

Our course of study, however, is very defective. This year we will make a change, on trial, using the State course as a basis, on which we have grafted such changes or modifications as our needs seem to require.

In December, 1888, I drew up, at the request of the Board, a blank form for what we call "Grade Reports," which gives the standing of each pupil on the roll, the grade for the term, the promotion, if any, and the reason for failure, where failure exists. This holds the teacher somewhat more strictly, which here seemed very desirable, and serves as a convenient reference for a succeeding teacher.

The schools have thus received a much needed impetus, and we are doing better work in consequence.

It was a great disappointment to this county that the bill for a

County High School did not become a law. It is just what Del Norte needs, and I earnestly hope a successful effort to that same end will be made with the next Legislature.

EL DORADO.

C. B. WAKEFIELD, County Superintendent.

The Teachers' Institute for the school year ending June 30, 1890, was held in Placerville during April thirtieth and May first and second.

Forty-seven teachers were in attendance. Of all the teachers that could have legally been required to attend, only five were absent. Their excuses were considered good by the Board of Education. The disposition on the part of the teachers of this county not to evade attendance at Institute is to be commended. In further justice to them, too, it is to be said that the interest they take in the work, and the attention they give to it, generally gratifies not only ourselves here, but also the educational workers that we may have from abroad. While we like this, we hope to develop and show still more interest, enthusiasm, and ambition.

Prof. L. D. Syle, of San Francisco, acted as Conductor of the Institute. He was present during the whole session.

Prof. J. G. Kennedy, of the Cogswell Polytechnic School, was present during the last day of the Institute. He lectured in the evening on "Industrial Education."

Professor Syle also lectured one evening on "Some Defects in our Congressional Government."

A greater number of teachers than usual, too, took part in the actual work of the session. It is difficult to understand why it is that successful teachers, and those able to give valuable instruction to other teachers, are so modest or reluctant about appearing before their fellow teachers. It requires urging and sometimes almost entreaty to induce them to do so. Their work, however, well repays the effort.

The expenses of the Institute amounted to \$150—\$100 out of the unapportioned County Fund, and \$50 out of Teachers' Institute Fund.

I am now persuaded that the fall of the year would be for us a more beneficial time for holding our Institute. At least three fourths of our schools are taught during winter terms, and the good derived from an Institute would then more likely be put into active operation in the school-room. I now think, too, that at least a four days' session should be held. Better work, and less hurried work, could be done.

The school work in this county during the past year has been attended with better results than that of any year during the last four. This, too, considering the severe character of the winter, which impaired attendance greatly, and in some instances caused a number of the schools to close temporarily from time to time.

The more successful character of the work may be attributed to several causes, among which are:

An almost general harmony in nearly all the districts among the people, and between the people and the teachers. A teacher, under these circumstances, can work with more zeal, heart, and enthusiasm.

The retention of the same teacher in a greater number of the schools. Where a teacher has been at all successful, or at all capable, the benefit

to be derived from this course cannot be questioned. Where the teacher has given unusual satisfaction, or done unusually good work, the benefits are even more than proportionately great.

A greater number of higher grade teachers, especially those holding educational and life, State Normal School, and University diplomas.

A greater number of teachers that may be denominated "home teachers;" that is, those that have their homes here, or come from places where the life, customs, and sentiments of the people are similar to our own. This, I am persuaded, is more important than one would think, toward bringing about that general understanding and sympathy among parents, teachers, pupils, and community.

It was expected that all pupils in the county would be examined at the end of the term on the work they had done as outlined in the "Course of Study." It has not been possible to make such examination general. But where teachers and pupils expect a test of the work, a greater degree of responsibility is felt. An examination may not be the most adequate test, but it produces this good result at any rate.

Our moneys have been sufficient, not abundant. The average length of term is about the same as it was last year. In regard to attendance and school money, I believe it would be better if the school law were so modified as to make more of the money contingent on attendance. Let, say, \$400 be the uniform amount, with the remainder pro rata on attendance, money enough being provided to make the districts average \$500. This might promote better attendance.

The interest in school matters in a general way for the school year just closed, I may say, has been active. A greater number of districts are every year getting new and improved furniture, better and more useful apparatus, books of greater utility in the libraries, and are doing, in short, as much as may be, to make the schools both profitable and attractive.

Three new school houses have been built, and Georgetown has sold bonds to the amount of \$4,000, with which the district expects to build a new school building.

The "Grammar School Course" is being agitated in Placerville. An election will doubtless be called, and it is probable that the "course" will carry.

I feel that the outlook for next year is sufficiently bright.

FRESNO.

B. A. HAWKINS, County Superintendent.

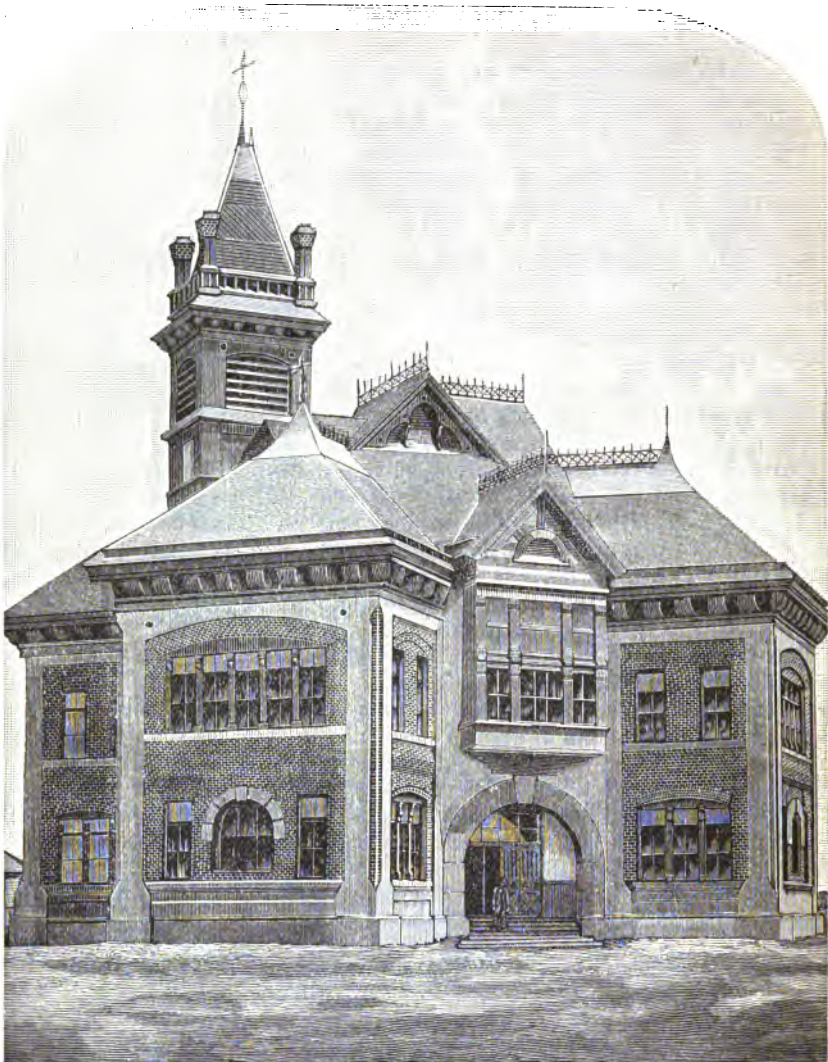
The County Teachers' Institute assembled on January 7, 1890, in the Central School Building, Fresno City, Cal., and continued in session for four days. It was conducted by the Superintendent of Schools, assisted by the teachers of the county. Valuable aid was given by Prof. C. H. Allen, Superintendent Ira G. Hoitt, Prof. William C. Jones, and Dr. C. C. Stratton.

Number of teachers present, one hundred and forty.

The amount of money expended, \$162.

Dr. C. C. Stratton delivered two lectures, on the following subjects: "The Personality of the Teacher," and "Potential Ideas."

State Superintendent Ira G. Hoitt lectured on two subjects: "Trials and Triumphs of our Profession," and "Character Building."



PUBLIC SCHOOL, K STREET, FRESNO.

Prof. William C. Jones lectured on "United States History as Taught in the University of California," and the "Relation of the University to the Schools of the State."

Prof. C. H. Allen lectured on "The True American Education."

We had a very interesting and profitable Institute. The teachers were very much interested in the work, and they were regular and punctual in attendance at every session.

Our schools are in good condition, and they are increasing in number, interest, and efficiency. I took charge of this office in January, 1883, and made my first report to the Superintendent of Public Instruction in July of that year. A comparison of my first report with the one now being made will show the progress of the schools for the last eight years.



PUBLIC SCHOOL, C STREET, FRESNO.

	1883.	1890.
Number of children between 5 and 17 years of age	2,985	6,903
Number of children between 5 and 17 years of age who attended public school	2,233	5,254
Number of school houses built of wood	50	119
Number of school houses built of brick		3
Number of teachers employed	71	169
Number of teachers graduates of California State Normal School	5	35
Number of teachers graduates of other State Normal Schools		15
Number of teachers holding life diplomas	5	28
Number of teachers holding State educational diplomas	5	24
Number of teachers holding Grammar Grade certificates	40	111
Number of teachers subscribing for Educational Journal	20	111
Rate of county school tax	.29	.15
County assessment roll	\$8,308,097 00	\$34,626,100 00
Amount received from county taxes	\$28,066 00	\$51,939 00
Visits made by County Superintendent	70	142
Number of teachers who attended Institute	64	140
Valuation of houses, lots, and furniture	\$47,160 00	\$285,770 00
Valuation of libraries	\$4,831 00	\$27,160 00
Valuation of apparatus	\$1,996 00	\$14,493 00
Number of volumes in libraries	1,610	9,044

HUMBOLDT.

J. B. BROWN, County Superintendent.

The Humboldt County Teachers' Institute convened in the Court House, in the city of Eureka, on Tuesday, October 2, 1889. Present, one hundred and twenty out of the one hundred and twenty-two teachers of the county, only one being absent without excuse, and that one alleged sickness afterward. Prof. W. W. Anderson, of the Hopkins Academy, Oakland, was present as Conductor, and State Superintendent Ira G. Hoitt was with us the entire week.

From all sources, after the Institute, came words of congratulation in regard to the success of the meeting. Professor Anderson and Superintendent Hoitt worked energetically and successfully during the entire session, and the Institute of 1889 was a pronounced success.

The schools are prosperous. Much has been done during the year in the building of school houses. Eureka has just completed a \$30,000 building, that is in all respects a credit to the city and Board of School Trustees, particularly John S. Murray, the very efficient Clerk of the Board, who from first to last was untiring in his efforts to produce a first class building with first class furnishing throughout. This building should appear in the Superintendent's report as the contribution of Humboldt County to the list of model school buildings for the year.

Several other districts have voted to raise, by sale of bonds, money for building purposes: Ferndale, \$10,000; Rohnerville, \$6,000; Union District (Arcata) will build next year, having voted \$10,000; Slide (Fortuna) has also voted \$6,000, which will be sold shortly.

INYO.

J. H. SHANNON, County Superintendent.

No Institute held in Inyo County for the past two years.

Our schools have not only held their own but have materially improved, with one or two exceptions. We have a good corps of teachers, but some had too much to do; too many pupils for one teacher, but not enough for two. Our largely increased accommodations for school work have created an incentive to send. In 1888-89, on a census population of six hundred and nine, the average daily attendance was three hundred and six. In 1889-90, on a census population of six hundred and seventy, the average daily attendance is three hundred and sixty-nine, giving a fair percentage of gain.

Bishop Creek has moved from two rooms, mere hovels, to a fine four-room building, three of which will be occupied during the coming year. Big Pine has changed from a \$100 prison to a well arranged, well seated school building, costing in all near \$3,000. Union, from no building, to one with furniture and improvements worth \$3,000. The pupils of Independence enjoy a \$5,000 building, while Warm Springs hold forth in a \$1,800 building, all erected within two years. Irving has spent \$225 on the school house, in ceiling, rustic, and paint, so, with two exceptions, the children of Inyo are comfortably housed, and are generally well taught.

The first amendment to the school law that I would suggest would be: The State, from its surplus School Fund, to purchase district bonds.

Second amendment—To place the selection of teachers into the hands of the County Board of Education, instead of Trustees, as at present.

Third amendment—To make the children of tax-paying Indians come fully under the school law, so far as census returns are concerned. Our tax-paying Indians have severed all tribal relations; in fact, the Interior Department has decided that all Indians living among the whites, and who are self-sustaining, are to be considered as having severed tribal relations and amenable to State laws.

On the two propositions just named, I shall probably explain reasons at next biennial meeting.

KERN.-

ALFRED HARBELL, County Superintendent.

The Teachers' Institute convened at Bakersfield February twelfth, and remained in session for three days. All of the teachers in the county, with two exceptions, were present and took an active part in the proceedings.

Hon. Ira G. Hoitt, Dr. C. C. Stratton, and Prof. T. O. Crawford were in attendance and contributed much to the success of the day sessions, besides lecturing to large and attentive audiences in the evenings.

The expense of holding the Institute amounted to \$132.

It has occurred to me that much good could be accomplished, and better results obtained from Institutes, if the teachers could have the advantage of trained Institute Conductors, who should be regularly in the employ of the State.

The schools of this county are in good working order, well graded throughout, and in excellent financial condition.

Two new districts have been formed the past year—Vineland and Rosedale. Several districts, including the latter, will shortly submit propositions to vote bonds, or direct taxes, to provide increased school facilities.

By comparison, it will be seen that there is a marked increase, both in the census list and average attendance, for the past year.

I would again suggest that the County Superintendent be given some power in the matter of appointment of members of County Boards of Education.

LAKE.

J. H. RENFRO, County Superintendent.

The Institute was held at Upper Lake, commencing April twenty-ninth and holding four days. Prof. Charles H. Allen was the Conductor, and gave good satisfaction as instructor in the day sessions, and, in addition, delivering two evening lectures.

Forty-five out of a total of fifty teachers attended the Institute, displayed more than usual interest in the sessions, and received much valuable information.

Expense of Institute, \$89.

LASSEN.

MYRA A. PARKS, County Superintendent.

In regard to the condition of the schools in this county, I am pleased to be able to report a steady and gratifying progress.

During the past two years, seven of the thirty-two districts have constructed new school houses, neat and comfortable, and supplied them with suitable furniture. Several more are to be built in the near future, and extensive repairs are being made in many other districts.

As our county becomes more widely known and more densely populated, new districts are added to the list, so that in a few years no child in Lassen County need be deprived of the advantages of the public school.

Our teachers are advancing. We possess a comparatively young corps, who are, in the main, enthusiastic, progressive, and not afraid to work, although, as in all hives, a drone is occasionally found.

This county is at present better represented in the various Normal Schools of the State than at any previous period in its history.

LOS ANGELES.

W. W. SEAMAN, County Superintendent.

The twentieth annual session of the Los Angeles County Teachers' Institute opened on Monday, March seventeenth, at Turn Verein Hall, Los Angeles. A large number of teachers from other counties were present.

The opening addresses were made by County Superintendent W. W. Seaman, Charles L. Ennis, President of County Board of Education, and State Superintendent Ira G. Hoitt. Papers were read by Hon. Abbot Kinney, on "Arbor Day;" Superintendent Will S. Monroe, on "Science Work;" Prof. L. D. Brown, on "Patriotic Education," and Mrs. Clara A. Burr on "Delsarte Philosophy of Expression." On Monday evening Prof. John Dickinson delivered an interesting lecture on "The Geology of the Stars."

On Tuesday morning the Institute merged into the State Teachers' Association, held in the First Congregational Church, Los Angeles, which meeting continued three successive days, closing on Thursday afternoon.

The teachers of the Institute invited the State Teachers' Association to meet with them in a social reunion on Tuesday evening at Turn Verein Hall. A pleasing program was rendered, and an opportunity given for all to become acquainted. The success of this social reunion and that of last year, prompted a resolution, which was passed unanimously, whereby such a social reunion is to be made a part of the program at all our Institutes.

The Institute reconvened on Friday morning and continued work. Addresses were made by Miss Alma S. Brigham on "Physiology;" Miss Helen Mar Bennett, on the "Delsarte System of Expression;" James L. Smith, on the "Discipline of Experience;" Mrs. C. P. Bradfield, on "Drawing;" Prof. Melville Dozier, on "Geography," and Prof. E. P. Rowell, on the "Teacher in the Community."



HIGH SCHOOL BUILDING, LOS ANGELES.

There were three hundred and ninety teachers present.

During the past year our schools have made marked progress, and in closing, we find them in a very satisfactory condition. Our policy has been to place, so far as possible, experienced teachers or Normal School graduates in charge of the schools, and to-day we are feeling throughout our county the effects of their work.

Notwithstanding the fact that in August, 1889, Orange County was organized, taking from Los Angeles County thirty-one districts, seventy-two teachers, four thousand and ninety-five census children, and one thousand five hundred and twenty-three children under five years of age, we have, when the above figures are deducted, increased our daily attendance over that of 1888-89, and also have increased the number of teachers employed.

As yet only two Grammar School Course schools have been established, and with the present provision of the law regarding these schools, no encouragement is held out to establish them.

During the year, one hundred and forty-one pupils were graduated from the Grammar Schools, and nine from the Grammar School Course schools.

MARIN.

ROBT. FURLONG, County Superintendent.

Institute session for the school year ending June 30, 1890, was held at San Rafael during the week beginning March 31, 1890. Every teacher in the public schools of the county was present during the session. Several visitors and teachers from private schools also attended.

The Instructor for the first three days was L. D. P. Syle, A.M., who spoke at the opening on "How to make Institutes Most Beneficial." Mr. Syle presented the subjects of "School Government," "Arithmetic," "Aids and Manner of Teaching Geography," and "Literature," during Tuesday and Wednesday's sessions, lecturing on Tuesday evening on "Travels in Europe." Superintendent W. S. Monroe, during Thursday and Friday, addressed the teachers on "The Child We Teach," "Language Work," "What Teachers Should Read," "Manners and Morals," "Science Teaching," "Reading," and other topics.

Hon. Ira G. Hoitt, Superintendent of Public Instruction, was in attendance on Tuesday and addressed the Institute, speaking in general upon educational work in California.

One new feature of the session was an examination in school law, conducted by the County Superintendent of Schools, during the first day. Twenty questions on school law were submitted and written answers required. The examination was successful, as its announcement, some months in advance, had caused a careful study of State school law.

The Institute session was, upon the whole, an interesting and profitable one. Under such able Instructors as Professor Syle and Superintendent Monroe, it could not well have been otherwise.

Total cost of Institute was \$140.

Public education in Marin is increasing in popular favor with each succeeding year. This growing confidence in the public schools keeps pace with the schools themselves as they grow in efficiency. That the Primary and Grammar Schools of this county have attained a high standard of excellence is attested on all sides, but perhaps is best shown by the rank Marin graduates have taken in higher institutions of learning outside the county.

Marin has but one High School—that at San Rafael. This High School has been in existence but two years, yet it has already become well established in public favor. Our pupils are no longer necessitated to leave their county to obtain High School privileges, since the school at San Rafael admits all graduates from Grammar Schools free of charge. Although financially supported by a single district, the High School at San Rafael is, in a certain way, a county High School. I would recommend such legislation as would lead to the establishment of county High Schools at the county seats of certain classes of counties of the State.

A county system of examinations for promotion and graduation has been in use now for three years in Marin, and has done much toward unifying the county schools and systematizing their work. The advantages of such a system are many and important. I earnestly recommend such a system to counties not already having one.

Would recommend the first Saturday in June as the time for holding annual election of School Trustees. The present arrangement interferes with school, and is not at all satisfactory to the people of this county.

MARIPOSA.

MRS. W. D. EGENHOFF, County Superintendent.

The Teachers' Institute of Mariposa County convened at Mariposa December 17, 1889, and remained in session three days, presided over by Mrs. W. D. Egenhoff, County Superintendent. Twenty-three teachers present; Prof. C. H. McGrew, Institute Conductor; subjects of lectures, "The New Education" and "Children of Crime." Amount of money expended, \$120. Interest, good.

The public schools of this county are in as prosperous a condition as can be expected. The daily attendance should be better, but is, I believe, up to the average. If the schools could be kept open for at least eight months in the year, much better results would appear. The school houses are, as a rule, more comfortable than ever before.

MENDOCINO.

W. K. DILLINGHAM, County Superintendent.

Our annual Institute was held in Ukiah this year June tenth to thirteenth, inclusive. We had a fine attendance. State Superintendent Hoitt was with us, and gave us most excellent aid. Jas. G. Kennedy, of the Cogswell Polytechnic School, San Francisco, worked with us throughout the session, bringing good common sense to bear in all his work. Rev. H. G. Connell, of Santa Ana, was with us during the greater part of the session, taking part in our discussions, and delivering two splendid evening lectures, one of which was a most masterly effort.

The people of Ukiah vied with each other in doing all they could to make the teachers happy and the Institute a success.

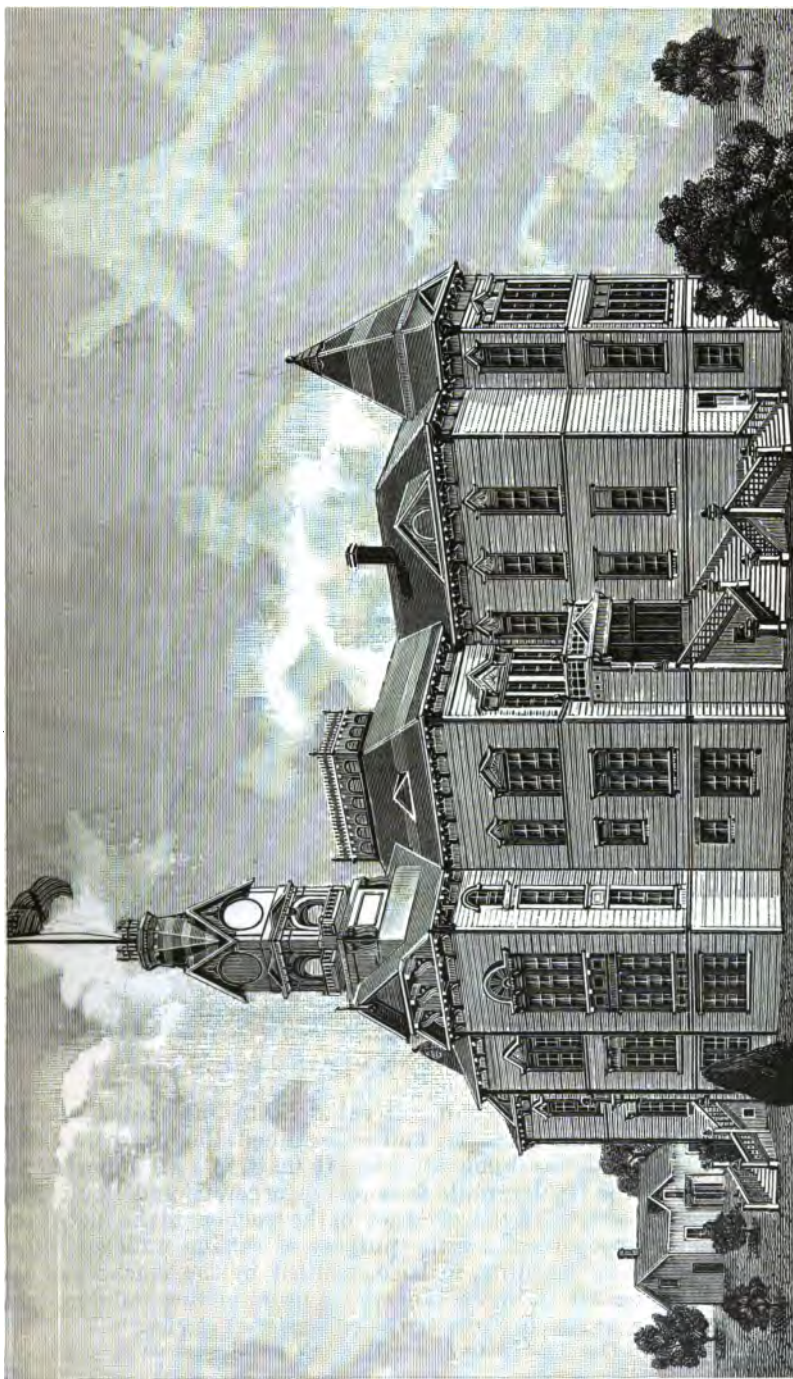
The teachers deserve the highest commendation for their hearty, earnest coöperation in the work of the session.

The schools of the county are certainly improving. This is owing largely to the efforts of the teachers, who seem each year to become more thoroughly imbued with a spirit of earnestness and enthusiasm in their work. I attribute this advancement on the part of the teachers to several causes. Among others, the increased amount of school money (State and county) has enabled the districts to pay better salaries, and thereby holding our best teachers in the county, and bringing a high grade of teachers from other counties. State Superintendent Hoitt has done much by his hearty enthusiasm at our Institutes. Professor McGrew gave us progressive theories last year, and Prof. J. G. Kennedy gave us practical talks this year. Rev. Connell impressed us with a higher respect for ourselves and our calling, and gave us a keener sense of our great responsibility.

The people of the county are coming more in harmony with the teachers and their work. Changes are not nearly so frequent as they were. Young teachers are preparing for admission to the Normal School or the University, and many of them are now in attendance at those schools. The educational outlook for Mendocino County is certainly good.



PUBLIC SCHOOL, UKIAH, MENDOCINO COUNTY.



PUBLIC SCHOOL, EUREKA, HUMBOLDT COUNTY.

MERCED.

JOSEPH A. NORVELL, County Superintendent.

The annual session of the Teachers' Institute of Merced County was held in the Merced Public School Building at Merced, December 17, 18, and 19, 1889. County Superintendent Joseph A. Norvell presided, and Prof. Joseph O'Connor, of San Francisco, acted as Institute Conductor.



PUBLIC SCHOOL, MERCED, MERCED COUNTY.

Forty-six teachers answered to roll call. State Superintendent Ira G. Hoitt was present the first day, and entertained the members of the Institute for several hours upon educational matters. He reported the public schools of the Golden State in a very prosperous and flourishing condition. Mr. Hoitt called the attention of the teachers to the fact that a corporation had been formed for the purpose of raising sufficient funds to erect an edifice of learning, to be controlled by the teachers of the State, stating that such an institution would prove of incalculable value in aiding teachers and giving prestige to educational circles.

At the close of the Institute the following resolution was read and adopted:

WHEREAS, A company has been incorporated to erect a suitable building in San Francisco for the use and comfort of the State Teachers' Association; and whereas, we consider the investment in the stock of said corporation as safe and desirable, financially; therefore, be it

Resolved, That the teachers of Merced County should signify their approval by subscribing liberally for the stock of said incorporation.

The Institute was very interesting and entertaining throughout, and was said by the teachers to have been a grand success.

During the school year ending June 30, 1890, the educational interest of the county has made excellent progress, and notwithstanding the extremely wet winter and the bad condition of the roads, the average daily attendance has been but a trifle less than the preceding year.

The School Trustees throughout the county have taken more than ordinary interest in the schools of their respective districts, and with the ample school funds furnished them, they have been able to run 75 per cent of the schools eight months and over, and 25 per cent of them more than six months. This I consider doing well for the rural districts.

The schools of the county, with but a few exceptions, have been furnished with everything that is necessary for the work and comfort of teachers and pupils.

During the year three new school districts were formed, and in Anna Dunn District, the home of the Holland colonists, the Trustees are going to build a \$5,000 school house at once.

I observed in my official visits that much interest was manifested by teachers and pupils in keeping their school-rooms in a neat and orderly condition, and I have never failed to show my appreciation of such interest and manifestation on the part of the teachers and pupils.

MODOC.

ALICE WELCH, County Superintendent.

The Teachers' Institute of Modoc County convened at Cedarville October 29th and continued in session four days. All the teachers in the county were present but two, and those two were ill.

Prof. Charles H. Allen was present as Institute Conductor, and did valuable work throughout the session.

The people of Cedarville took a great interest in the Institute work, and nearly all attended the lectures.

The Institute was conducted at an expense of \$104 70.

Upon the whole, the schools of this county are certainly in a satisfactory condition.

The majority of our teachers hold Grammar Grade certificates, and most of those holding Primary certificates will avail themselves of the first opportunity to advance in the profession.

An unusual interest is manifested by parents, and they are taxing themselves to build new school houses and maintain eight months schools.

MONO.

CLAY HAMPTON, County Superintendent.

The schools of Mono County have accomplished a great amount of work, though we have experienced a very severe winter.

The school houses are all in excellent condition, and well equipped with improved styles of furniture.

Each district has maintained an eight months term, with a single exception, and were greatly assisted by the transfer of \$2,228 07 to the School Fund by the Supervisors.

One of the best buildings in Bodie District was destroyed by fire, though most of the furniture and library books were saved. Within two weeks, however, the Trustees purchased a two-story building, renovated it completely, and had school reopened with a full attendance.

MONTEREY.

JOB WOOD, JR., County Superintendent.

On October 1, 1889, the Teachers' Institute of Monterey County met at Bagby's Opera House, in the city of Monterey, and continued in session four days.

One hundred and seven of the one hundred and nine teachers employed in the county were present, Mr. Allen McLean and Miss Arabella Thompson being absent on account of sickness.

Prof. Chas. H. Allen, assisted by Professor Worcester and the County Superintendent, conducted the Institute.

The class was divided into sections A and B, presided over by leading teachers selected for the purpose. The expense of the Institute was \$126 90.

Being the first Institute in the city of Monterey for many years, the citizens spared no pains in making the teachers welcome.

The first (Monday) evening was spent in organizing; the second in a very pleasant social reunion; the third in listening to a very interesting lecture, "The Make-up of a Daily Paper," by Hon. T. J. Vivian, of the San Francisco "Chronicle;" and the fourth in listening to "The Boys and Girls of To-day the Men and Women of the Future," by Professor Allen, and "The Volcanoes of Hawaii," by Mr. Vivian.

The teachers, one and all, were very enthusiastic, and gave close attention to the work before them. The time given to each subject was too short, and all felt that we had scarcely begun to discuss the work of teaching, when the Institute must close.

The unanimous verdict, "the best Institute we have ever held," received a hearty response from the County Superintendent.

The schools of Monterey County are progressing in a very satisfactory manner.

During the past year four new districts have been organized. Pacific Grove, Monterey, Salinas City, and Santa Rita have added one teacher each, making the number of teachers employed in the county one hundred and fifteen for the coming term, an increase of six in a year, and thirty-three in four years.

One district (Del Monte) held a two weeks school, being organized in

May; six districts held less than an eight months school, while seventy-eight districts held an eight months school or more, the average for the county being eight and one eighth months.

The plan of examination of the schools by the County Board, introduced during the past year, promises excellent results.

The special reports, by which the work of any pupil in the county is recorded in the office of the County Superintendent and from there in a printed form is sent to every school in the county, insure system and enable teachers to place pupils who are moving from one school in the county to another, in the class to which they belong.

The teachers are more energetic than in the past, and are trying earnestly to follow the course of study and to make the schools a unit in educational work. Many of the school buildings have been greatly improved, and the grounds show that Arbor Day is a popular day, and one which promises good results in the future.

Monterey County boasts of thirteen schools over which the "Flag of Our Country" floats.

NAPA.

F. G. HUSKEY, County Superintendent.

The Napa County Teachers' Institute met in regular session at Central School House, in Napa, October 28, 1889, and continued in session four days.

State Superintendent Ira G. Hoitt was in attendance a part of the time, and lectures were delivered as follows:

Tuesday evening, October twenty-ninth, at Opera House, Mrs. Florence Williams; subject, "Olympic Games of the Greeks." Wednesday evening, October thirtieth, at Opera House, Dr. A. E. Winship lectured to a crowded house on "Sense and Nonsense of Success."

With one or two exceptions, all the teachers of the county were present, and much interest was manifested.

Upon the whole, I consider this Institute one of the most pleasant and instructive ever held in the county.

The actual expense of the Institute was \$197 20.

The schools of Napa County are in excellent condition, and compare favorably with those of any other county in the State. There are many evidences of material progress during the year just past. Our teachers are, as a rule, modern in their methods, enthusiastic in their work, and conscientious in the discharge of duty.

The number of Normal School graduates is constantly increasing, and this, of itself, I regard as an evidence of progress.

The number of census children has increased considerably during the year, though no new school districts have been organized.

Our Board of Supervisors is composed of men of good sense and judgment, who are fully alive to the importance of education, and owing to their liberal actions with regard to the school tax levy, our schools are in a healthy financial condition. I hope to see them continue so.

As to adding anything to our present school law, I have but a word of advice to give: Don't.



PUBLIC SCHOOL, NAPA, NAPA COUNTY.

NEVADA.

A. J. TIFFANY, County Superintendent.

The Teachers' Institute of Nevada County was held at Nevada City commencing Monday, April seventh, and closing Friday, April eleventh.

Prof. P. A. Garin, of Oakland, and L. D. P. Syle and wife were present, and assisted in the work of the Institute.

L. D. P. Syle lectured two evenings. His subjects were: "Travels in Europe," and "How We Are Governed."

One hundred and forty-three dollars were drawn from the Unappropriated and the Institute Funds.

The interest manifested was good.

The public schools of Nevada County are in good condition, and are working up to more efficiency each year.

Our country schools were graded last year, and Grammar School examinations were held for the first time this year.

Examinations for Grammar School diplomas were held at four central points in the county on June twentieth and twenty-first. There were thirty-eight applicants, twenty-four of whom were successful. Those who received diplomas were very proud of them. Next year there will be a great many more fitted to pass the examination.

We insist upon the work, as laid down in the manual, being carried out in the main. I regard the graded system, and the granting of Grammar School diplomas to those who faithfully finish the grammar course, as being the most successful move toward elevating the common schools that has been adopted in a number of years.

This system will have a decided effect in showing to Trustees, as well as to the people generally, that there is a difference in teachers, and teachers who cannot produce results will be obliged to vacate. "Practical Results" is being written over every school house door.

Truckee School District has suffered greatly this year from fire. Their beautiful new \$6,000 school house was burned last November, after having school in it only five weeks. The people, however, were not discouraged, but voted additional bonds, and will have their new building ready to open school in by September first.

Grass Valley has shown a spirit of enterprise, and voted \$20,000 bonds with which to erect an eight-room building. It is hoped that the building will be completed, ready for occupancy, by the first of October.

Many of the school houses suffered from the effect of the unusual snow-fall of last winter. Hence, the current expenses of the school districts were greater than usual.

The teachers have been zealous in their work, and the Trustees generally have seconded the teachers in their labors to advance the interests of the schools.

I am glad, upon the whole, to report steady and permanent progress in the public schools of Nevada County.

ORANGE.

J. P. GREELY, County Superintendent.

The first annual session of the Teachers' Institute of Orange County convened in Santa Ana on Monday, March twenty-fourth, and continued in session five days, conducted by the County Superintendent. Sixty-nine teachers, the entire number engaged in the public schools of the county, were present. Much interest was taken throughout the Institute by all present. This was largely due to the earnest work of State Superintendent Ira G. Hoitt, Prof. Charles H. Allen, and Prof. John Dickenson. The teachers manifested more than an ordinary degree of interest, each determined to make our first Institute a success.



PUBLIC SCHOOL, SANTA ANA, ORANGE COUNTY.

During the evening sessions lectures were delivered by Hon. Ira G. Hoitt, Prof. Charles H. Allen, Prof. John Dickenson, and Prof. M. Manley.

At the close of the Institute an Orange County Teachers' Association was formed. Regular monthly meetings have since been held, and much interest manifested in the work.

We look forward to see much good accomplished by these meetings.

The teachers and school officers of this section of the State are of the

opinion that more effective work could be accomplished at Institutes if our State would provide for regular Institute instructors.

It is very gratifying to report the prosperous condition of the schools of Orange County. Coming under our superintendency on the fifth of August, 1889, from territory formerly occupied by Los Angeles County, the schools, some of them in session at that time, were occupied by instructors of more than average ability, nearly 68 per cent of whom are graduates of State Normal Schools, and over 60 per cent are retained in the same position during the coming year. The schools are in excellent condition, the teachers earnest and enthusiastic, doing their best to advance the educational interests of our county. Our teachers' library, though small, consisting of some sixty volumes of professional works, has been in constant demand by our teachers.

Two districts have been organized during the year; four have voted bonds for building, and will erect commodious school buildings the coming season. An \$8,000 building has been erected in Fullerton; a \$5,500 ward building in Santa Ana, and Niguel School District has just completed a \$1,100 building. Some difficulty is experienced in obtaining reports from school officers in time for making annual report.

PLACER.

R. F. BURNS, County Superintendent.

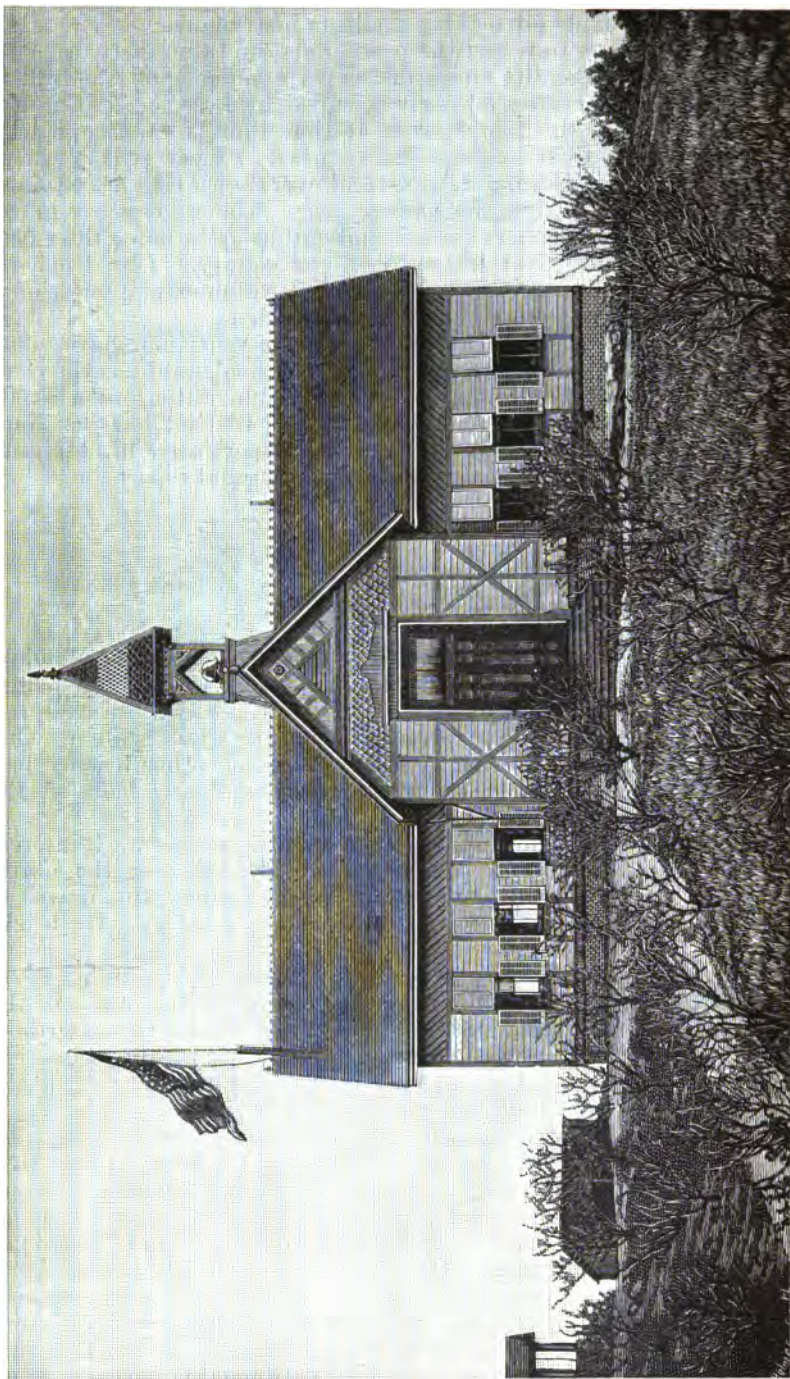
Placer County Teachers' Institute was held at Auburn Monday, November 4th, to Friday, November 8th, inclusive. Dr. A. E. Winship, of Boston, and State Superintendent Hoitt were present. Sixty-seven out of sixty-nine teachers were present during the whole session. One of the absentees was sick with typhoid fever; the other teacher had concluded the school term three weeks beforehand and had left the county.

Never before in the history of Placer Institutes was so much interest manifested by teachers and patrons of schools. During the entire session there was not seating capacity for all the visitors who desired to listen to the proceedings. Each roll call was responded to by the teachers with quotations from American authors.

"Patriotism," class exercises in reading, memory gems, number work, phonics, and Longfellow selections; national songs by the pupils of the several divisions of the Auburn schools; reading, "Dream of an Orthoe-pist," by teachers; form and color exercises, patriotic historical queries, orthographic parsing, etc., were some of the leading features of the varied program.

Dr. Winship captivated all who had the pleasure of hearing him. "The Boy We Teach," "Patriotism," "Hints for Teaching Arithmetic," "Hints for Teaching History," "How to Think and Remember," and "Stand on Your Own Feet," were presented by him in a masterly manner. His two evening lectures, "Sense and Nonsense," and "Personality," were intellectual treats. On both evenings the Congregational Church was filled to overflowing; every available spot was occupied; the doorway and hallway for two hours on each occasion were crowded.

State Superintendent Hoitt threw earnestness and enthusiasm into all he said and did. He took an active part in all the proceedings.



PUBLIC SCHOOL, NEWCASTLE, PLACER COUNTY.

His remarks on the duties and responsibilities of teachers, and his earnest, suggestive words on patriotism, were frequently applauded.

On the afternoon of the second day's session a large audience assembled to hear his lecture on "Character Building," which was replete with eloquent sentiments and good suggestions.

On Tuesday evening a public reception was tendered Dr. Winship and Superintendent Hoitt, at the Putnam Hotel. The prominent citizens of Auburn turned out en masse. Music was furnished by the Auburn Brass Band.

EXPENSES.

Dr. Winship's services, including board bill	\$64 00
Printing	25 00
Books and Kindergarten material	14 65
Janitor's services	6 00
Total	\$109 65

It is with pleasure that I refer to the present condition of the public schools of this county. When I entered office in 1887, nearly every school district was more or less financially embarrassed. The largest schools did not receive money enough to enable them to maintain a seven months term. Year after year the Board of Supervisors has generously responded to my calls for more money. Each year the School Fund has been increased. Now each district is out of debt, and the smallest school in the county—one having only fourteen census children, with an average daily attendance of only six pupils—received for this school year, exclusive of library money, \$556 85. Each district received sufficient money to maintain a nine months term, and many of them took the greatest possible advantage of the educational feast afforded by a well-filled treasury.

The exceedingly severe winter, however, caused nearly all the schools in the mountainous districts to close, forcing upon them long vacations, and thus preventing them from having the desired length of term.

Two school houses were entirely destroyed by fire. As both of them were old buildings, the loss was not severe. The necessary steps have been taken to erect commodious, attractive structures in their place.

Two years ago a system of examination on questions prepared by the County Board of Education was introduced into the schools. Pupils are now classified and graded according to their work at the annual examination. Printed catalogues, containing a complete classification of all the pupils who were examined, are issued at the beginning of every school year, and a copy is forwarded to each school in the county.

At the end of the term blank certificates, furnished by the Board of Education, are issued by the teachers to pupils in the lowest primary divisions.

Every teacher, on assuming charge of a school, now finds a complete system of classification at his disposal, which enables him to immediately begin work systematically and intelligently.

For the first time in this county, diplomas of graduation were issued to pupils who had completed a prescribed course of study, and who had been regularly promoted from one division to another on official examination.

There were twelve grammar graduates this year. By the close of the ensuing school year there will be at least forty.

The school work this year was unusually proficient. Neatness,

method, thoroughness, and accuracy were the prominent characteristics. It is our misfortune to have three or four teachers who have not only mistaken their calling in life, but are absolutely fossilized. With these few notable exceptions, all the teachers have exhibited ability, diligence, interest, and, in fact, enthusiasm in their work.

The spirit of progression is abroad in our county. Thirty-four, or practically 50 per cent, of our teachers are State Normal School graduates. Ninety-two per cent of the remainder hold life or educational diplomas. The eight teachers holding Primary Grade certificates have exhibited earnestness, and so prepared themselves by reading educational journals and books that there are genuine teaching and broad progression in all their work and aims.

Sixty-two out of sixty-nine teachers subscribe for educational journals.

Unusual interest has been taken in school-room decorations. Steel engravings, lithographs, and India paper impressions of our statesmen, poets, and generals, maps drawn by pupils, and original patriotic designs ornament the walls of many school-rooms. Several teachers encouraged their pupils to gather specimens in natural history and arrange their collections in cabinets. In schools where decorations are made prominent, there is an unconscious disciplinary power exerted. Pupils take a pride in their school. They are more particular in regard to their own personal appearance. In short, they show more respect for school property and seem to obey the rules of school with more than usual willingness.

Arbor Day was celebrated in one district. This fall several districts will be prepared to set out ornamental trees and shrubs.

In several schools the birthdays of many of our celebrated statesmen and poets were observed with appropriate exercises.

Decoration Day was not forgotten. Auburn, Lincoln, Iowa Hill, Colfax, Todd's Valley, and Damascus schools inaugurated the first regular observance of that occasion in this county.

Twenty-seven districts raised the American flag over their school houses for the first time. The occasion was celebrated in each instance with public exercises, consisting of speeches, national songs, flag drills, and patriotic recitations. Before the beginning of another calendar year I expect to see our national emblem floating from the top of every public educational structure in this county. The American flag, or a large picture of it, now hangs in every school-room.

I have had the kindly spirit and hearty coöperation of teachers and Trustees in all my labors.

SACRAMENTO.

B. F. HOWARD, County Superintendent.

The Sacramento County Institute convened in Sacramento City, November 25, 1889, and continued in session three days.

Superintendent Ira G. Hoitt delivered the address of welcome.

Prof. W. S. Monroe, of Pasadena, was present during the entire session, and lectured on the following subjects: "Number and Form," "Reproduction of Stories and Reading Lessons," "What Teachers Should Read,"

"The Child We Teach." Professor Monroe presented many new and original ideas, and his remarks were well received.

Prof. C. C. Stratton, of Mills Seminary, lectured on "Our Times and Their Needs." Prof. Paul Garin addressed the Institute on the subject of drawing.

One hundred and sixty-seven teachers were in attendance, and six were excused "on account of sickness."

The amount of money expended was \$256 80.

Much interest was manifested during the entire session of the Institute, and let us hope great and lasting benefit derived.

Notwithstanding the severity of the past winter, the schools of Sacramento County have made highly satisfactory progress.

The system of annual examination, inaugurated by the County Board of Education for the promotion and graduation of the pupils of the public schools of the county, has been productive of the very best results. Under this system the schools have become more thoroughly classified and graded, and the standard of proficiency has been raised. Owing to a change in the course of study during the year, which materially affected the grading, the number of promotions was less than that of the previous year.

March 28, 1890, was named as "Arbor Day." On that day about thirty districts of the county engaged in tree planting. The number of trees planted was about seven hundred and fifty. In each of the number of districts mentioned, appropriate school exercises were held, and much enthusiasm was manifested on the part of the teachers, pupils, and patrons of the districts.

Many of the districts observed "Flag Day." Hereafter it will be our endeavor to observe Arbor Day and Flag Day conjointly.

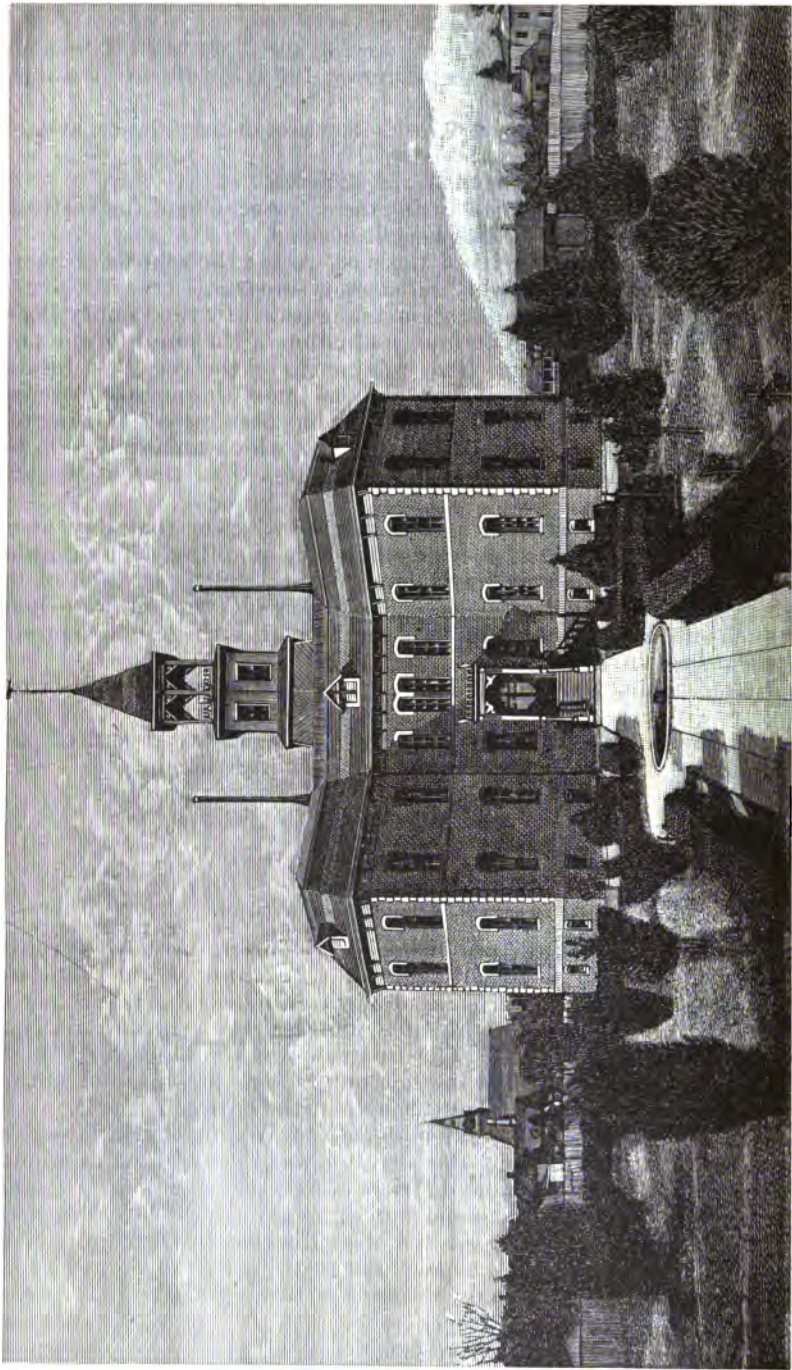
During the year the Orange Vale School District was organized, and a commodious school building is now being erected therein.

SAN BENITO.

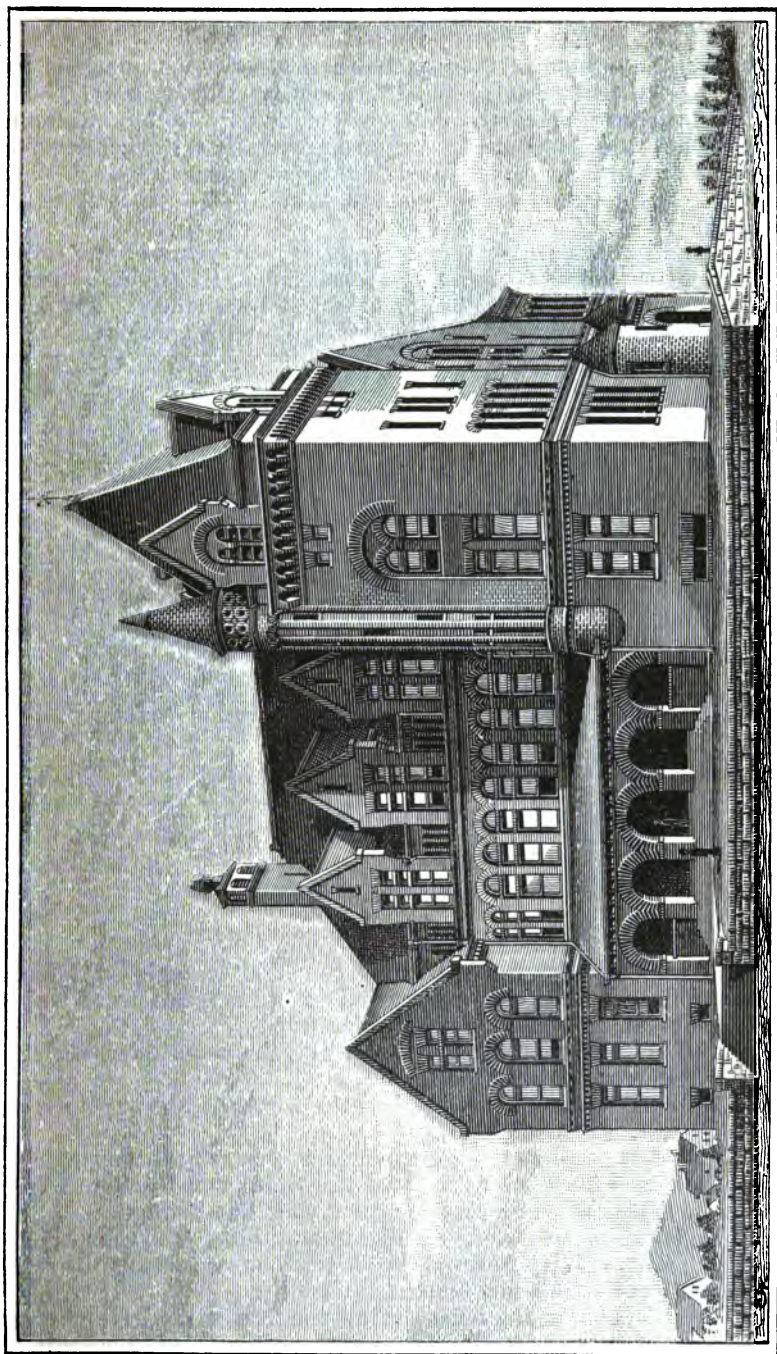
J. N. THOMPSON, County Superintendent.

The Teachers' Institute was held in Hollister, October seventh, eighth, ninth, tenth, and eleventh. Prof. A. L. Mann, of San Francisco, assisted at the Institute, and lectured one evening. The State Superintendent was present part of the time, and assisted very materially to make the Institute a success. The Institute was the best ever held in the county. All the teachers in the county were present, and enthusiasm and good feeling prevailed throughout the entire Institute.

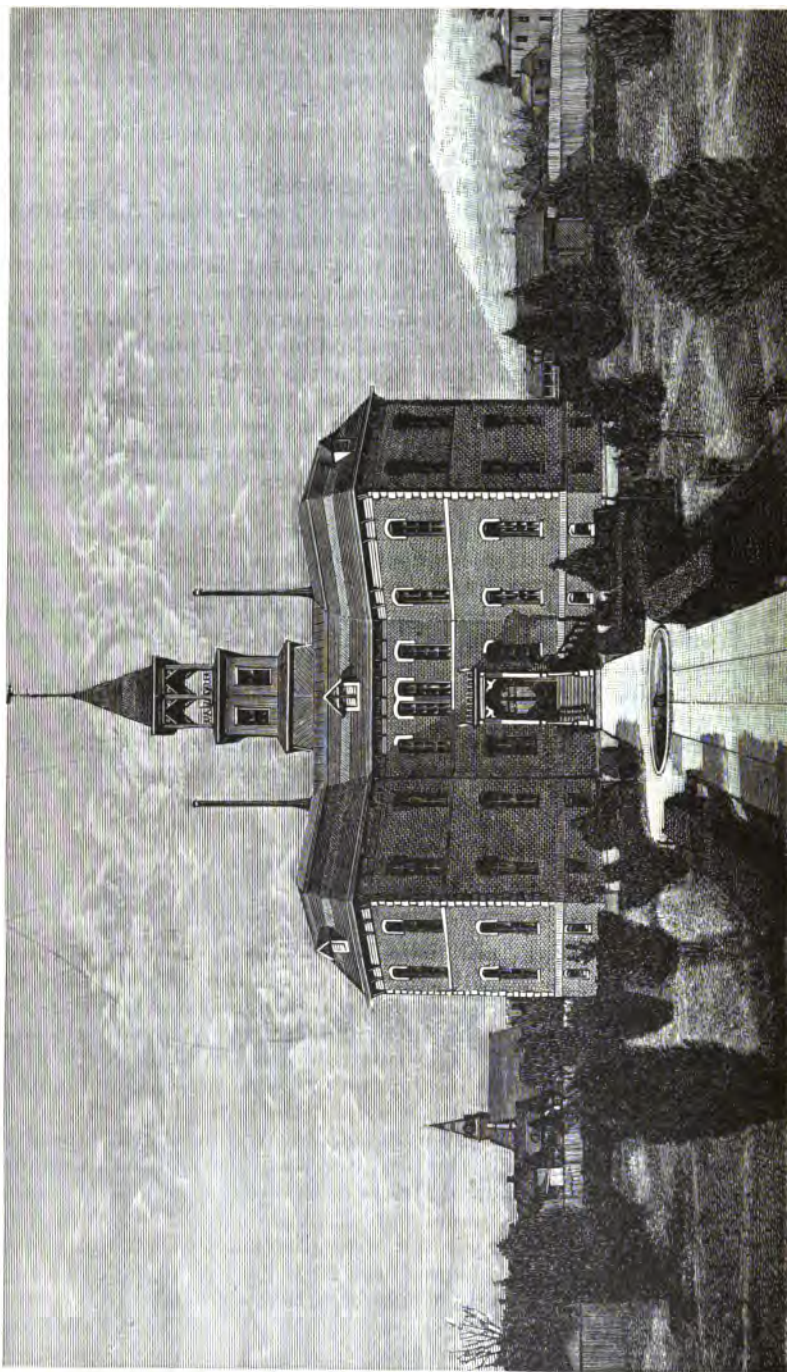
Two school districts, viz.: Quien Sabe and Willow Creek, lapsed at the end of the first term, and the territory was incorporated in adjoining districts; but in May new districts were created out of the same territory, and also given the same name. Although little enthusiasm was shown in these districts, yet the other districts in the county have shown more enterprise than usual. Teachers have been more earnest in their work, and Trustees and parents have taken greater interest than heretofore.



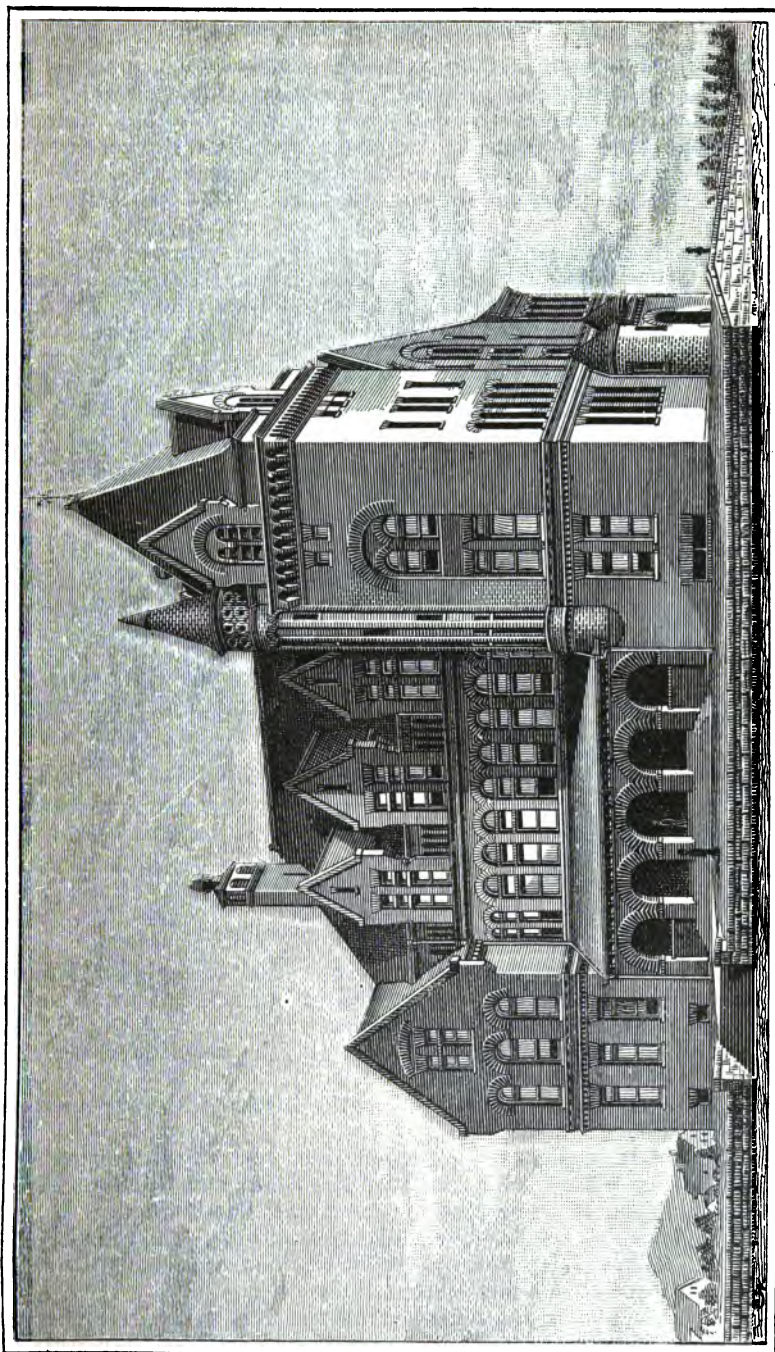
PUBLIC SCHOOL, SAN BERNARDINO, SAN BERNARDINO COUNTY.



HIGH SCHOOL, RIVERSIDE.



PUBLIC SCHOOL, SAN BERNARDINO, SAN BERNARDINO COUNTY.



HIGH SCHOOL, RIVERSIDE.

SAN BERNARDINO.

H. C. BROOKE, County Superintendent.

As usual, the session of County Teachers' Institute, for school year ending June 30, 1890, was pleasant, interesting, and profitable. Prof. Will S. Monroe conducted the day session, and Prof. John Dickinson lectured before the Institute in the evenings. Every teacher in the county was present and participated in the proceedings.

Cost of Institute, \$100 general expenses, and \$100 for lectures and Conductor.

As this is the final report for the term of four years of the present incumbent of the office of County Superintendent, it might be well to show, by comparative tables, what progress has been made in the School Department of the county of San Bernardino for that period:

	1886.	1890.	Gain.	Per cent Gain.
Census report children between five and seven-teen	4,130	6,397	2,267	55
Attending public school	2,842	4,673	1,831	64
Attending private school	156	239		
Attending no school	1,132	1,485		
Number of classes—teachers	72	118	46	64
Grammar Grade	16	35	19	119
Primary Grade	56	83	27	48
Number of pupils enrolled	2,986	4,916	1,930	64
Grammar Grade	597	1,360	763	127
Primary Grade	2,389	3,556	1,167	
Average daily attendance	1,726	3,261	1,535	
Visits by Superintendent	87	137	50	
Trustees	243	447	204	
Other persons	1,238	2,335	1,097	
Value of buildings, sites, and furniture	\$136,000	\$482,315	\$346,315	254
Libraries	\$8,530	\$12,750	\$4,220	50
Apparatus	\$2,850	\$5,550	\$3,200	136
Total value of school property	\$146,888	\$500,615	\$353,727	240

SAN DIEGO.

R. D. BUTLER, County Superintendent.

The annual session of the Institute was called to begin on Monday, March seventeenth, and then adjourned to Los Angeles to attend the meeting of the State Teachers' Association.

One hundred and fifty teachers attended, the remainder, with four exceptions, being excused for good cause.

There being no lecturers employed by the Institute, the expenses were only \$8 45.

The session was a pleasant and profitable one. By intercourse with leading educators from other parts of the State, our teachers were, in many cases, lifted out of grooves in which they had worked.

As a whole, the schools are in excellent condition. The year has been marked by great activity in providing better houses and furniture, and by a general interest in educational matters.

Want of assistance in the office during the first half of the year, and a severe and protracted attack of "La Grippe" in the latter half, pre-



SHERMAN HEIGHTS PUBLIC SCHOOL, SAN DIEGO.

vented the Superintendent from doing the work of visiting schools. The omissions were absolutely unavoidable.

I think it would be well to amend the law concerning certificates so as to make natural fitness or ability to educate one of the important factors in obtaining a regular certificate. The ability to answer examination questions is not a correct index of the applicant's ability to teach. I would suggest issuing a six months certificate on examination; inspection of work by not less than three members of the Board of Education; and, upon favorable report from this committee, giving a regular certificate.

There should also be definite laws concerning ownership of property and payment of bonded indebtedness in case of division of a district.

SAN FRANCISCO.

J. W. ANDERSON, City and County Superintendent.

In lieu of County Institute, which would have necessitated the closing of all the schools, it was deemed better to hold monthly meetings of the Principals of the several schools.

The schools have been characterized by the usual degree of interest, and are in good condition.

SAN JOAQUIN.

GEORGE GOODELL, County Superintendent.

The San Joaquin County Institute was held at Stockton on November 25, 26, and 27, 1889. The Institute was conducted by Jos. O'Connor, of San Francisco. The number of teachers present was one hundred and twenty-eight.

Jas. G. Kennedy lectured on Wednesday evening, November twenty-seventh, on "Industrial Education." State Superintendent Hoitt attended and gave a very interesting talk to the teachers. The interest manifested by the teachers was very flattering to the Conductor.

The schools of this county are in good condition. The teachers generally show a great interest in their work.

Our Grammar School Course Schools work to perfection, and the people are very proud of them.

The financial condition of all the districts is good—all having balances to their credit.

The Trustees in this county are to be complimented for the interest they manifest in school affairs, and their good judgment in the selection of teachers.

We have had a very severe winter, and several districts have not been able to have six months school on account of floods.

SAN LUIS OBISPO.

W. M. ARMSTRONG, County Superintendent.

The San Luis Obispo County Teachers' Institute for the year 1889 and 1890 was held at Paso Robles on the sixth, seventh, and eighth of May, 1890.

Out of one hundred and twelve teachers engaged in teaching in the county, but three absentees were reported, and these from causes deemed excusable by the County Board of Education.

There were also in attendance Hon. Ira G. Hoitt, Superintendent of Public Instruction, Prof. Charles H. Allen, Julia B. Hoitt, Deputy Superintendent of Public Instruction, and Mrs. Ida M. Blochman, of Santa Barbara.

State Superintendent Hoitt lectured upon the subject of "The Progress of our Schools." Professor Allen addressed the teachers upon "The American Schools." Mrs. Hoitt read an admirable paper on "Recent Educational Discoveries," and Mrs. Blochman explained to the teachers assembled the purpose and proper scope of "Scientific Temperance Instruction in the Public Schools."

The session was enthusiastic and interesting throughout.

The enjoyment of the teachers on the occasion was greatly enhanced by the hospitality and kindness shown them by the people of Paso Robles.

The public schools at San Luis Obispo are, at this time, more prosperous than at any previous period in their history.

The fact is fully convinced by the marked improvement in the character of teachers employed, the growing interest upon the part of Trustees and patrons, the attention received from the press and the public

generally, the steady advance in salaries paid, and the gain in the number of school months taught.

The present report shows a gain of three hundred and thirty-one census children, and a corresponding increase in the average belonging and average daily attendance.

Three new districts have been created, and no less than eight new buildings have been completed, while as many more are in course of construction.

One more has been added to the list of schools in which the Grammar School Course is taught, and the proportion of Grammar Grade Schools will be largely increased.

The County Board of Education has endeavored, by all appropriate means, to elevate the standard of the profession, and have extended every possible encouragement and aid in the building up and promotion of the highest and best interests of the schools.

In no direction has the improvement been more marked than in the selection and use of school library books and apparatus as an aid to intelligent and progressive methods of instruction.

In the main, the public funds have been wisely and economically expended, and our schools enter upon the new year with bright prospects of success.

I would suggest that in Section 1593 of the School Law of 1889, the word "Saturday" be substituted for "Tuesday." With this exception, I shall reserve all suggestions for amendments until the biennial meeting of the Convention of County Superintendents in December next.

SAN MATEO.

J. F. UTTER, County Superintendent.

The Teachers' Institute of San Mateo County was held in Redwood City, commencing April twenty-second, and closing April 24, 1890.

On Tuesday morning the session was opened in the Congregational Church by calling the roll. All the teachers, except one who was sick, employed in the public schools in the county responded with quotations.

After a few appropriate remarks of welcome by Mr. G. P. Hartley, Prof. C. H. Allen, of San José, Conductor of the Institute, began the work.

Professor Allen gave an interesting lecture in the evening on the subject "Memory."

The Institute Wednesday morning was divided into two sections, for primary and advanced school work, each section occupying rooms in the public school building.

In the afternoon the teachers attended the flag-raising exercises of the public school, which consisted of patriotic songs and recitations by the pupils and friends of the school, and short addresses were made by Prof. C. H. Allen, Hon. I. G. Hoitt, Col. Harkins, of Menlo Park, Superintendent Fisher, of Alameda County, and Superintendent J. F. Utter, of San Mateo.

After the exercises the teachers met in the Congregational Church, and were addressed by State Superintendent I. G. Hoitt and P. M. Fisher on practical discipline in our schools.

In the evening Dr. A. C. Hirst, of the University of the Pacific, delivered a scholarly lecture on the "Force That Wins."

During Thursday Professor Allen was assisted by Prof. G. R. Kleeberger, of the State Normal School of San José, who conducted the work of one section in the forenoon, and lectured to the teachers in the afternoon on the "Desirability and Practicability of Manual Training in the Public Schools."

The expenses of the Institute session amounted to \$119 75.

The Institute closed Thursday afternoon, after an interesting and instructive session of three days.

In looking over the work of the year just passed, I am led to believe that the schools of this county were never in charge of a more earnest and efficient corps of teachers than at the present time.

There is a growing sentiment among the patrons to furnish better school facilities, to increase the wages of teachers, and to demand more efficient school work.

The Belmont District voted a special tax of \$5,000, and erected a commodious house of four rooms. Montara District built a convenient house of one room for \$900. A special tax of \$3,000 was voted in Millbrae District, with which a house of two excellent rooms was built. Wurr District voted a tax of \$500 for building purposes. The plans are drawn for a new building. On account of the increasing number of children, San Mateo District has employed an additional teacher. Besides the new buildings erected, several of the districts have made extensive improvements on their school property.

The interest manifested on the part of Trustees and teachers in the cause of education during the past year is indicative of better results during the present year.

SANTA BARBARA.

G. E. THURMOND, County Superintendent.

The Teachers' Institute was held at Santa Barbara High School building September thirtieth, and October first, second, and third; called to order by County Superintendent. Holton Webb, of Lompoc, was chosen Vice-President, Miss Laura Breslauer Secretary, and Archer Griffiths Assistant Secretary. Prof. C. H. McGrew was present during the entire session, and gave us some valuable practical ideas on psychology, and especially adapted to the study of child nature. Superintendent C. T. Meredith, of Ventura County, added much to the interest of the Institute by his able talks on practical methods.

The following subjects were discussed in their order: "Scientific Temperance," by Ida M. Blochman; "Language," by Professor Conrad and Santa Barbara teachers; "Conduct of Teachers During Intermissions," by S. A. Winchester; "Modeling in Clay," by Superintendent C. T. Meredith; "Practical Entomology," by Prof. T. N. Snow; "Tricks of the Trade," by E. E. Gardner; "Manual Training," by Chas. G. Meeker.

The poem by S. A. Holman, "As Others See Us," and a paper on "Language," by Professor Conrad, were well received and were ordered published. The exhibit of school-room work was most creditable, and was afterwards shown in the Pavilion at the County Fair. The reception at the San Marcos Hotel, tendered by the teachers of Santa Barbara and

vicinity to visiting teachers, was a most enjoyable affair. The evening lectures at Y. M. C. A. Hall were well attended and thoroughly appreciated. Expenses, \$160. All teachers employed in the county, with the exception of three, excused on account of sickness, were present.

During the past year the schools of this county have steadily advanced, much of which is due to the exhibit of school work at the Institute. Two districts have adopted the Grammar School Course—Carpenteria and Central. Only two pupils graduated from that course, although the list graduating from the Grammar Grade is increasing every year. A most gratifying interest in the building and furnishing of school houses is noticed. Santa Barbara County has been one of the foremost in flag raising. Most of the districts are now supplied with handsome flags, which were mainly purchased by the pupils, thus instilling in them patriotism and a love of country.

SANTA CLARA.

L. J. CHIPMAN, County Superintendent.

The Santa Clara County Teachers' Institute, for the school year ending June 30, 1889, was held in the High School building at the city of San José.

The Institute convened on Monday, November twenty-fifth, and continued three days, County Superintendent Chipman presiding.

The enrollment was one hundred and eighty-seven.

On Tuesday evening, Rev. F. F. Jewell delivered a very interesting lecture on "Education."

The county teachers were assisted in the Institute by Prof. C. W. Childs, Mrs. Willson, and Miss Schallenberger of the State Normal School.

State Superintendent Hoitt was present and addressed the Institute, speaking particularly of the improvement of the schools throughout the State. The Institute was a decided success.

The teachers and Trustees appear to be well satisfied with the school law as amended at the last session of the Legislature.

The schools are in a very satisfactory condition, and the teachers working faithfully to advance the educational interests of the county.

Trustees and patrons have manifested an increased interest in the schools, as is conclusively shown by the fact that the Trustees made three hundred and three, and patrons and others one thousand seven hundred and twenty-four more visits than during the previous year.

But two districts have failed to maintain school eight months, and seventeen districts have maintained school for ten months.

SANTA CRUZ.

J. W. LINSBOTT, County Superintendent.

On account of the State Teachers' Association being held at about the time for our Institute, it was thought best to postpone our meeting until the fall term.

It is with pleasure that I report the schools of the county in a prosperous condition. A large proportion of the teachers of this county are experienced instructors, and being progressive, better work has been done than ever before.

Our people evince great interest in the schools, shown by their willingness to vote money for their support, the pride they take in improving school property, and their appreciation of the work of faithful teachers.

During the past year a fine four-room building has been erected at Soquel, at a cost of \$8,000; a very neat one-room building at Hazel Brook, besides other improvements in other parts of the county.

Thanks to the action of the last Legislature, my successor in office will be enabled to devote his entire time to the schools. With ninety-eight teachers in the county, one can readily see how unsatisfactory is the work a Superintendent can do when he is employed in teaching during the year.

SHASTA.

ELIZA WELSH, County Superintendent.

Shasta County has had one Teachers' Institute during the past year, which, notwithstanding the very inclement weather, was well attended, there being more than one hundred teachers present.

We had the pleasure of Prof. L. Du Pont Syle's able assistance, and feel that we cannot speak too highly of him as an Institute Conductor. Professor Stratton delivered one lecture, and delighted a large audience.

Our session was a week, instead of three days. This seemed to please all concerned. We had fewer "papers" and more class exercises than formerly.

Only two teachers, living or teaching south of the snow-covered mountains, were absent, and those two, refusing (though they passed through Redding en route to Sacramento during the Institute) to give any reason for four days' absence, had their certificates revoked by the Board of Education in June. This we considered an extreme measure, but knew of no other way to settle it.

Duration of Institute, from December 16 to 20, 1889, and was held at Redding. It was conducted by L. Du Pont Syle and County Superintendent.

Money expended, \$150.

Lectures were as follows: On December seventeenth, "Our Congressmen," etc., by L. D. P. Syle; December eighteenth, "Our Times and Their Needs," by C. C. Stratton; December nineteenth, "Travels in the Old World," by L. D. P. Syle.

Our schools have done remarkably well, considering the hard winter and numerous changes of teachers. Nearly half the schools in the county have changed teachers during the term, and this is not because teachers refuse to sign contracts, but because Trustees fail to display business tact in this particular. We think it would be very much better (and we suggest this as an amendment to the school law), if the Board of Education, assisted by the County Superintendent (who knows more about the needs and financial conditions of the schools in his or her county than 95 per cent of the Trustees), had the right to elect or appoint teachers for the schools. They could do this instead of making

questions for examination of teachers, while the State Board of Education could compile a set of questions for the entire State at the same time, and in this way secure something like equality in the fitness and requirements of our teachers throughout the State. We know just enough about the "ways and means" of County Boards to know that "they won't do." They are too strict in one county, and expect the applicant to be an encyclopedia; and, in the next county, all that is necessary is to be able to find answers to questions and copy them from the books, or to remember answers to leading questions given by the teacher (who is a member of the Board of Education) within the past month.

We have a district (Lassen) in this county paying from \$84 to \$112 per month salary, and the school is "running" without actual necessities. We are confident that this teacher and a few others bribe Trustees for position. If there is any way to reach this thing with the law, we hope it will be done. We hope and trust the compulsory educational law will be strengthened so as to make it practicable.

SISKIYOU.

C. O. SHARPE, County Superintendent.

The last Institute, held in June, was the most successful one ever held in the county. Prof. W. W. Anderson, of Oakland, was Conductor. There were but few absences, and but one willful absentee, and he was punished by having his certificate revoked.

The schools of the county were never so prosperous. The length of term varies from seven to ten months, and teachers are enthusiastic in their work.

SOLANO.

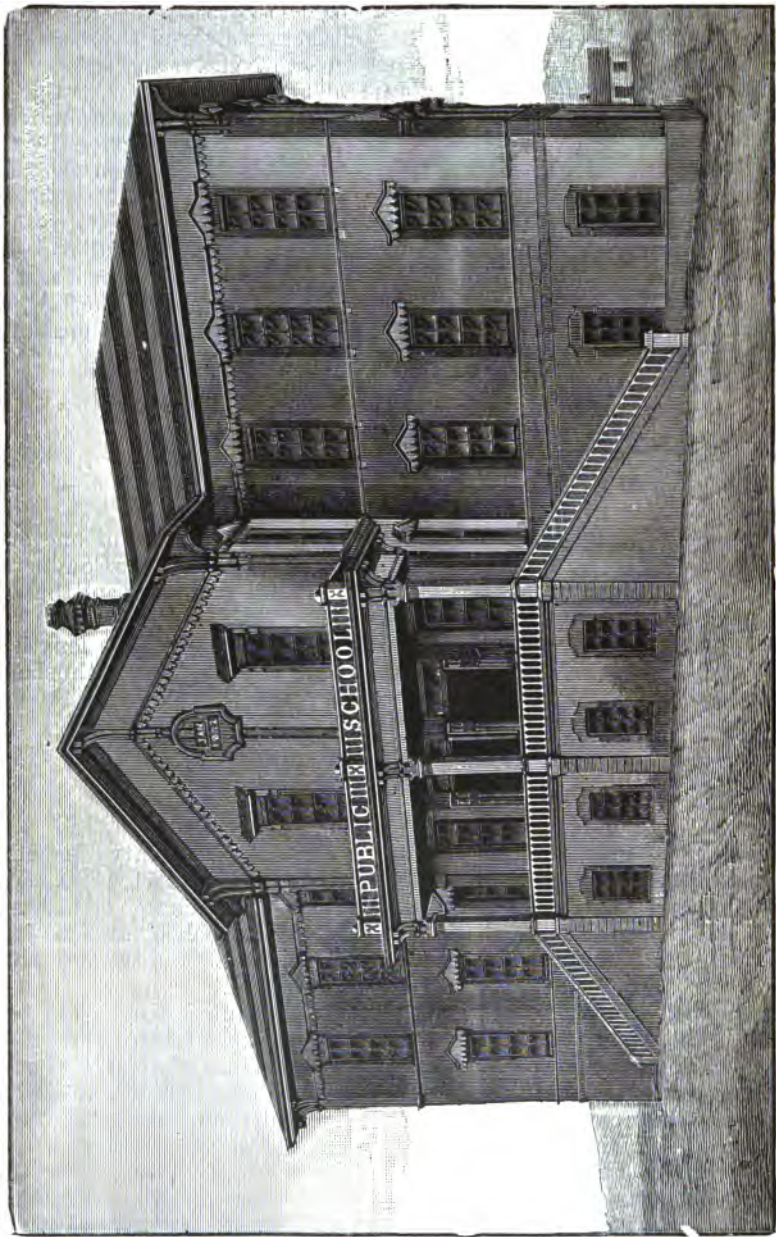
CALVIN B. WEBSTER, County Superintendent.

The twenty-eighth annual session of the Solano County Teachers' Institute was held in Suisun City April 7, 8, 9, 10, and 11, 1890. The Institute was held as a Normal Institute, and was in charge of L. Du P. Syle, C. W. Childs, Principal of the State Normal School at San José, P. M. Fisher, County Superintendent of Alameda County, and Hon. Ira G. Hoitt, Superintendent of Public Instruction.

The Institute proved to be very profitable and interesting. The people, to a unit, used every means to make the week a pleasant one for the teachers. The remarks by Childs, Fisher, and Hoitt were full of good ideas, and created a good deal of enthusiasm in educational matters.

From the unapportioned County School Fund I expended \$100; from the Teachers' Institute Fund, \$42 50. In addition to this I expended some \$80, which I raised from advertisements in the "Daily Institute Bulletin," some four hundred copies of which were distributed daily.

The schools of Solano County have made material progress during the year. There is, however, ample room for growth. Under the excellent supervision of our County Board of Education, the hinderances to



PUBLIC SCHOOL, BENICIA.

advancement are fast being removed. The annual examinations for graduation and for promotion will accomplish much good.

I have exerted my best efforts to keep up wages, as well as to make more secure the teachers' "tenure of office," and feel much elated at my success.

Most of the school property is in good condition. The rooms are well seated and supplied with the latest and best apparatus. The school houses are in good repair, and painted, and trees and plants begin to ornament the grounds, while the Stars and Stripes are visible everywhere.

I would suggest that the school law be so amended as to change the election of Trustees from the first Tuesday to the first Saturday in June.

SONOMA.

Mrs. F. McG. MARTIN, County Superintendent.

The twenty-seventh annual session of the Sonoma County Institute was held in Healdsburg, March 31 to April 4, 1890.

Of the one hundred and ninety-four teachers employed in the county, one hundred and eighty-eight were present; the absences were the result of serious illness either of the absentees or of members of their families.

Prof. Will S. Monroe, Superintendent of the Pasadena Schools, conducted the Institute during the first three days of the session. The subjects taken up by him were: "Managing the School," "The Child We Teach," "Science for Grammar Grades," "Arithmetic and Form," "Beginning Steps in Science," "What Teachers Should Read," "Supplementary Reading," "Morals and Manners," "Literature, Reading, and Thought Getting," "Geography for the Little Ones," "Culture of the Senses," and "Language Teaching."

The instruction given by Professor Monroe was most admirably fitted to the requirements of our teachers and schools, being able, interesting, and practical to the highest degree.

Mrs. Edith Syle was present as a special kindergarten instructor, and made her work very interesting to our primary teachers.

Prof. L. Du P. Syle was present the last two days of the session, and gave valuable instruction upon the following named subjects: "Civil Government and American History," "American History and Primary Schools," "Geography," and "School Government."

A number of our own teachers read papers which evinced deep thought and careful preparation.

Evening lectures were delivered as follows: Tuesday, Prof. Will S. Monroe, "The Law of Relation;" Tuesday, Hon. Ira G. Hoitt, "Progress of Educational Work and the Coming Man;" Wednesday, Dr. A. C. Hirst, "The Force That Wins;" Thursday, Prof. L. Du P. Syle, "Travels in England, France, and Spain."

The Superintendent's annual address was given on Monday evening, and was followed by a most enjoyable reception tendered the visiting teachers by the teachers and citizens of Healdsburg.

The good influence of this Institute is very noticeable in all the schools of the county.

During the past year progress in educational affairs has been marked.

The grading is approximating our course of study more closely from term to term, teachers and pupils showing an equal interest in the matter.

Seventy pupils have received diplomas of graduation from the Grammar Schools of this county during the past year. We find that this matter of graduation is a most important factor in the grading and progress of our schools.

Four new school houses have been built, and many repairs and improvements have been made.

March fourteenth was quite generally observed as School Arbor Day, and the results are very encouraging.

Flags have been raised over a great number of our school houses, and both teachers and parents seem to appreciate the necessity of fostering the sentiment of patriotism in our young people.

Twenty-seven districts have maintained school for nine and ten months this past year, while but seven have had less than eight months of school.

Although the county rate of taxation for school purposes has been reduced 25 per cent during the past three years, our school was maintained on an average 8.31 months, as compared with 8.19 months during the school year of 1886-87.

STANISLAUS.

W. B. HOWARD, M.D., County Superintendent.

The annual Teachers' Institute for 1889 and 1890 was held in Odd Fellows' Hall, Modesto, on November 20, 1889, and continued in session three days.

Each teacher, having been assigned a subject beforehand, came prepared, either with an essay or well thought-out talk, on the subject assigned.

Great interest was manifested by all, and the Institute was considered the most instructive ever held in the county.

State Superintendent Hoitt was present during the session, and cheered the teachers on in their good work.

Each school in the county was represented with the exception of one, Rowe, which was not in session at the time.

SUTTER.

G. B. LYMAN, County Superintendent.

The Teachers' Institute of Sutter County met and organized at the school house in Yuba City, at 10 o'clock A. M., October 16, 1889, and continued in session three days. Prof. C. H. McGrew, of San José, acted as Institute Conductor.

Every teacher in the county (forty-one) was present, and nearly all took an active part in the work. This session was marked by an exceptional degree of enthusiasm in the study of scientific methods of instruction.

Prof. C. H. McGrew lectured Wednesday and Thursday evenings at

the Odd Fellows' Hall, as follows: Subject, Wednesday evening, "History of the New Education;" subject, Thursday evening, "Children of Crime."

Total expense of Institute, \$128.

Our schools have done excellent work during the past year, notwithstanding the inclement weather. Some districts have been flooded, and the roads in some places have been impassable for weeks at a time, hence the enrollment and average attendance have been smaller than during the previous year, but the majority of teachers have succeeded in keeping up a high degree of interest in school work. Fifty-two pupils applied for diplomas of graduation; out of this number, twenty-five were successful. This is the largest number graduated in any one year.

The districts not visited by the Superintendent were cut off by water from the surrounding country, so that it was impossible to reach them by land.

Knights District was covered with water for six months, which accounts for their failure to maintain six months school.

Jefferson District lapsed April eleventh, and consequently does not appear in the census statistics.

TRINITY.

H. R. GIVEN, County Superintendent.

The progress of the schools for the past year has been most encouraging. School officials have coöperated with the teachers in lifting our schools to a higher plane, and their progress has been uniform.

Last June a class of eleven from the Weaverville schools appeared before the Board of Education and obtained diplomas of graduation. The graduating exercises of the class were largely attended, and will do much to increase the interest in educational work.

Our corps of teachers is enthusiastic and energetic, and our mountain schools will stand comparison.

It is gratifying to be able to report that the common schools of Trinity County stand better than ever.

TULARE.

CHAS. H. MURPHY, County Superintendent.

The Teachers' Institute of Tulare County was held at Armory Hall, in Visalia, commencing November 12, 1889, and continuing four days.

The Institute was conducted by the County Superintendent. Of the one hundred and fifty-one teachers actually engaged in the public schools of the county, all were in regular attendance, with one exception. As an indication of the interest manifested, many citizens throughout the county attended the daily sessions, and the evening audiences numbered from one thousand two hundred to one thousand six hundred.

State Superintendent Hoitt favored the first evening audience of the Institute with an able and instructive address upon "What to Do, and How to Do It," which was enthusiastically received.

Prof. C. M. Gayley, of the State University, lectured the second evening upon "Cubes, Marbles, and Men." The address was brilliant with original ideas, ably expressed.

President Jas. G. Kennedy, of the Cogswell College, San Francisco, favored the audience on the third evening with a lecture upon "Industrial Education," which created much enthusiasm and favorable comment with our citizens. A special excursion train was run on that evening and the following one, to accommodate the people who were anxious to hear Professor Kennedy and the Hon. John P. Irish, who addressed the Institute on the last evening. The audience on each occasion exceeded the capacity of Armory Hall. Mr. Irish's address was eloquent and learned, and when the speaker concluded, the applause was deafening. Thus the most successful Institute of the county was terminated. The spirit of enthusiasm, so rife on the first day and evening, culminated in an ovation for all the evening lecturers and Institute workers.

The schools of Tulare County have made commendable progress during the year. The standard of qualification for teachers has been gradually increasing the past few years, and a better quality of work is the result. Many of our teachers have received special training, and as a whole are active, energetic, zealous—doing faithful work.

The financial support received from our county the past year was wholly inadequate to meet the demands, being only forty-seven per cent of the amount received from the State, or one hundred and eleven per cent less than the State funds. As a result, only thirty districts maintained an eight months school, and the average length of the term was less than seven months.

There is a strong public sentiment for better support, as is evidenced by the laudable enterprise in voting special taxes to extend school facilities and bonds to build costly and substantial school edifices.

During the year, Porterville and Dinuba Districts built handsome brick school houses, at a cost of \$12,000 each. Armona and Lindsay Districts are now building substantial brick houses, at an expense of \$10,000 each, and the city of Visalia a three-story structure, a model of architectural beauty, comfort, and convenience, at a cost of \$30,000.

With but few exceptions, our school houses are creditable and comfortable, and well supplied with good furniture, libraries, apparatus, and other labor-saving appliances. The condition of our public schools is satisfactory, and sustained by an enlightened public sentiment, as is shown by the increased interest in school work, visitations, and the numerous taxes for their support.

Relative to suggestions for needed amendments to the school law, I would most earnestly recommend:

First—Some legislation to settle the much vexed questions of territory adjoining and attached to incorporated cities.

Second—That a High School be established by a vote of the county, and supported by the same.

Third—That the annual election for School Trustees be held in March or April.

Fourth—That the County Board of Education be appointed by the County School Superintendent, subject to the ratification of the Board of Supervisors.

Fifth—That provisions be made by the State to procure, copyright, and publish plans and specifications of school houses, for use of School Trustees.

Sixth—That a law explaining and defining the duties of School Trustees, in regard to building school houses, be embodied in the school law.

TUOLUMNE.

G. P. MORGAN, County Superintendent.

The second Institute held in Tuolumne County convened at Sonora, the county seat, on May 20, 1889, and continued for three days. Prof. C. H. Allen, of San José, was present in the capacity of Conductor; State Superintendent Hoitt arriving on the evening of the twentieth, and remaining during the day and evening of the twenty-first.

Thirty-three out of thirty-six teachers were present, some of whom conducted class exercises, others read papers pertaining to the studies taught in public schools, or to the profession of teaching.

Professor Allen lectured during the day on methods of teaching different subjects, and on Tuesday evening talked to a large audience on the subject of public schools. During the second day, Professor Allen and Superintendent Hoitt spoke upon different topics between the parts of the program allotted to the teachers.

In the evening, at Opera Hall, State Superintendent Hoitt read a lecture, entitled "What to Do, and How to Do It." At the conclusion of his remarks, he spoke for a time upon matters pertaining to education. Both the lecture and the extempore remarks were very highly appreciated. On the evening of the closing day a literary program was rendered, volunteers entertaining the audience with songs, instrumental selections, and recitations. Professor Allen being asked for a few remarks, spoke for half an hour upon the outlook for Tuolumne County, from a fruit-growing standpoint. The Professor was frequently and warmly applauded.

Seventy-five dollars was expended for lecturer's services, and \$31 39 for incidentals.

All through the session deep interest was manifested by the public, both in the program and in the exhibit of work from the different schools of the county.

The Institute was productive of much good, and it is my humble opinion that the work of the schools will be better as a result of these meetings.

The schools of Tuolumne County were never better than at the present time. During the four years visits have been made annually to all of the schools, with four exceptions, and the progress and improvement have been marked. The teachers, pupils, and parents are in harmony, and all work for one purpose, that of making the schools what they should be. The percentage of attendance is small this year. This is due to the unusual severity of last winter's storms. The school buildings are in good condition, nearly all being neatly painted. New and improved furniture is being introduced in many. The libraries, as a general rule, are stocked with well selected books, while all are supplied with maps, charts, and other apparatus. As a result of the interest taken in education at the last Institute, the Trustees of Sonora have issued notices of election for the purpose of voting a \$2,500 tax for increasing school facilities. It seems to us, and it has been brought practically before us, that in elections with reference to locating or changing locations of school houses, the heads of the census children should alone be entitled to vote. In our county this would obviate a deal of difficulty and dissatisfaction.

The Superintendent of Schools of Tuolumne County has not been

allowed any traveling expenses during his term of office, owing to a conflict of some of the sections of the Code. The matter of per diem, as member of the County Board of Education, still is an unsettled question. These points are of minor importance, yet they should be settled one way or another. Aside from these points, the school law will do as it is.

VENTURA.

C. T. MEREDITH, County Superintendent.

Institute convened Monday, December 9, 1889, and continued in session five days. Dr. A. E. Winship, of Boston, acted as Conductor. It was an unusually interesting and profitable session; no report can do it justice.

YOLO.

GEORGE BANKS, County Superintendent.

The Teachers' Institute of Yolo County was conducted by W. H. V. Raymond, who handled the subjects presented by him in a masterly manner. The teachers all expressed themselves as pleased with the work. Miss Bradbury, of San Francisco, illustrated her methods in drawing, which were excellent and instructive. Miss Campbell, also of San Francisco, treated the subject of primary reading very skillfully, emphasizing the benefits of story telling to young pupils. On the whole, our Institute was one of the best that we have had.

YUBA.

F. B. CRANE, County Superintendent.

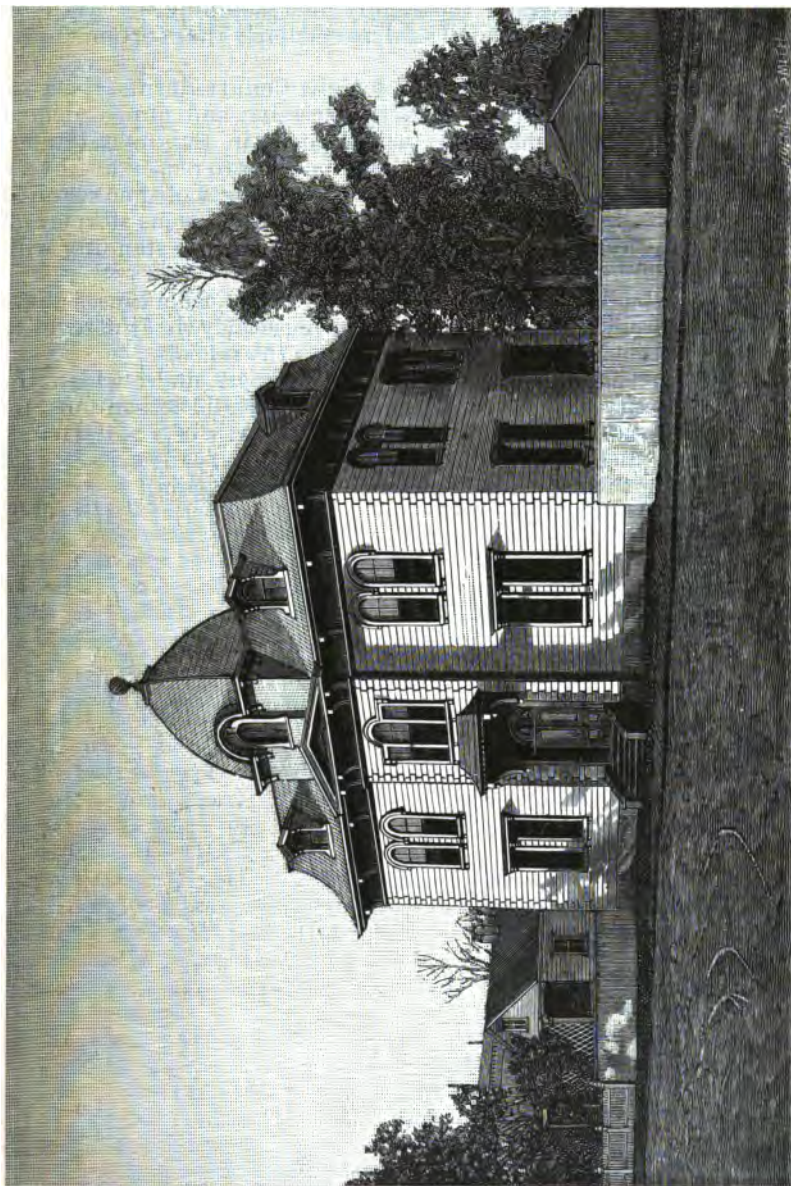
Teachers' Institute was held in Marysville on the following days: October twenty-third, twenty-fourth, and twenty-fifth. There were thirty-seven teachers present during the session. Owing to the severe storm which prevailed previous to and during the session, a number of teachers, living at long distances from the county seat, were unable to attend the Institute at all.

Dr. A. E. Winship, of Boston, Massachusetts, took in charge the class of teachers, acting as Conductor and Instructor during the three days. One evening lecture to the public was given by Dr. Winship; subject, "Sense and Nonsense of Success."

Great interest was manifested in the work during the entire session, and it proved the most beneficial and satisfactory Institute of any that has been heretofore held for many years.

EXPENSES.

Dr. A. E. Winship.....	\$80 00
Hotel bill.....	6 00
Rent of hall.....	7 50
Total	<u>\$93 50</u>



HIGH SCHOOL, MARYSVILLE, YUBA COUNTY.

On the twenty-fifth—the last day of the session—Superintendent of Public Instruction Ira G. Hoitt unexpectedly made his appearance at the Institute, and was very pleasantly greeted by those present. He occupied a portion of the time in a brief address upon the duties of teachers and the advantages of thoroughly understanding the law upon which our public school system is based, particularly that portion applying to teachers.

The progress of the public schools of Yuba County during the year just closed has been greatly retarded by excessive and unprecedented storms. The summer schools—those situated in the mountainous regions—from the great depth of snow, were not able to reopen until very late in the spring, too late to maintain school the length of time required by law. Otherwise than being interfered with by continuous storms and impassable highways, the schools have maintained their standing with the preceding years.

The average attendance has been somewhat reduced, from causes above stated, but the enrollment has increased, showing clearly that the severity of the winter season has had a serious effect on the schools.

Taking into consideration the great disadvantages under which the schools of the county have labored, there seems no valid reason for complaining or finding fault. These obstacles in the way of a satisfactory year's work in the field of education, were from natural causes, and could not be avoided, but which, it is hoped, will not recur again.

REPORTS OF CITY SUPERINTENDENTS.

PASADENA.

WILL S. MONROE, City Superintendent.

The past year has been one of unusual prosperity. My predecessor, Mr. Edw. T. Pierce, now Principal of the State Normal School at Chico, left the schools in good condition. No time was, therefore, lost in undoing what had already been done. During the year one thousand four hundred and twenty-seven pupils were enrolled in our schools, with an average daily attendance of one thousand and thirty-six. A number of those enrolled were the children of tourists who spent only a part of the year here, hence the average daily attendance was not what it would have been otherwise. Our percentage of attendance for the year was 93. We had in all three thousand one hundred and twenty cases of tardiness.

Our schools were never better visited than the past year. The Trustees made one hundred and one visits; the Superintendent, five hundred and seventeen visits; the patrons, eight hundred and thirty-nine visits; visits by others, one thousand and one; making a total of two thousand four hundred and fifty-eight visits for the year. We enjoyed also visits from a number of noted educators from abroad. State Superintendent and Mrs. Hoitt visited all our schools, as did a number of others. At a school exposition held in May, over one thousand persons, most of them patrons, inspected the work.

Our monthly City Institute was an important factor in the year's work. These meetings were held on Saturdays, and were always largely attended. Among those who gave instruction at the Institutes were Dr. A. E. Winship, Prof. John Dickinson, Dr. M. M. Bovard, Dr. LeRoy D. Brown, Mrs. Clara A. Burr, Prof. Ira More, Hon. Abbot Kinney, Dr. A. W. Plummer, and Prof. James A. Foshay. We held sixty-six grade meetings during the year.

We have aimed to do progressive educational work. Our work in language, drawing, penmanship, spelling, and modeling has centered about subjects related to elementary science. Our endeavor has been to relate the subjects taught in the schools. In a manner somewhat similar, our supplementary reading has related to the geography, history, and literature.

In many ways the value of our work was increased by courtesies from the efficient State Superintendent, Hon. Ira G. Hoitt, and to him, as well as to Superintendent W. W. Seaman, and the Board of Education of Los Angeles County, I wish to express my thanks for numerous favors throughout the year. The interest, sympathy, and support of Mr. Geo. F. Kernaghan and other members of the City Board contributed materially to the pleasure and success of the year's work.

CITY OF POMONA.

F. A. MOLYNEAUX, City Superintendent.

The Pomona City public schools have an enrollment of seven hundred and thirty pupils. These pupils are distributed about the city in ten school buildings, and taught by eighteen teachers. Our schools are now rapidly regaining the ground lost during the overcrowded period of the boom. Nine teachers then endeavored to do the work of seventeen or eighteen, as our enrollment and average daily attendance far exceeded the provisions both of money and buildings.

We are now in serious need of proper school buildings. The Board of Education is compelled to rent five buildings but little better than barns, in order to accommodate the continually increasing attendance. This condition of affairs is neither the fault of the Board of Education nor of the citizens, bonds having been voted for this purpose (these bonds were declared illegal), but it is due to the indefiniteness of the provisions in the charter governing cities of the fifth class, as to whether school bond elections shall be called by the Board of Education, and the bonds issued by the County Supervisors; or be called, and the bonds sold by the City Council. I trust that this defect in our charter will be remedied by the next Legislature.

Rules and regulations governing the Board of Education and its employés have been adopted, as also a complete course of study, thus securing this year, for the first time, a thorough and permanent organization to our city schools.

Space will not permit more than a brief summary of the new lines of school work laid out and worked along throughout the past year. They are: Kindergarten busy work; reading, developed by the "object-word-sentence-script-phonetic" method, in the first year; language development, course of study from first to sixth year; oral and observation science work, from first to eighth year; course of supplementary reading; outline of morals and manners, training, etc.

We are endeavoring to train, develop, educate; and to do away with drive, push, and cram.

SAN DIEGO CITY.

EUGENE DE BURN, City Superintendent.

The growth and efficiency of the public schools of San Diego have kept pace with the material growth of the city, which, in the past few years, has been almost phenomenal. A few years ago five teachers comprised the whole corps needed for the instruction of the youth of the city; now sixty-one are employed, besides special teachers of music and drawing. The enrollment last year was two thousand seven hundred and thirty-nine, the average attendance one thousand nine hundred and eight, and the per cent of attendance 96.

The course of study covers a period of eight years.

In teaching numbers in the primary grades, the work is developed by the use of objects. The inch, foot, yard, pint, quart, and gallon are shown by rule and measure. The single fractional parts, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc., are taught, also Roman notation, and making small change with money. The book is not put into the hands of the pupils until they are in the

third year. Arithmetic is finished in the Grammar School, but is reviewed in the High School after the class has studied elementary algebra.

Language lessons begin the first day the child attends school—first, conversational lessons; afterwards, reproduction and composition, both oral and written. Grammar, as a science, belongs to the High School, but in teaching the use of language we give sufficient technical grammar to enable the pupil to understand the construction of the sentences he uses. Teaching language without teaching grammar has been sufficiently tried to demonstrate its failure.

In beginning reading, the first few weeks are devoted to conversation and to script and picture reading. Pupils use script from the first; they never print. Afterwards come the printed forms of words and phonics. We use, besides the State Readers, a large amount of well selected reading matter. We aim to have our pupils read, not for elocutionary effect, but to convey to the hearer the thoughts of the author as represented on the printed page.

Geography is begun in the third year, and is taught by observation, by conversation, by sand modeling, and by wall maps, using text-books and encyclopedia. Our teachers are cautioned not to teach too much, especially of foreign countries.

In United States history the principal lines of thought are the political history and the financial history of our country, and the life and progress of the people, wars and dates of battles being matters of minor consideration.

In penmanship, the daily use of the blackboard, by both teacher and pupils, beginning with the first primary grade, is a great help in learning from and in acquiring confidence and freedom in movement.

A thorough drill in elementary bookkeeping, fitting pupils to take charge of the books of any common small business, is given in the eighth grade.

In the primary grades pupils learn to spell words in common use in all their lessons. Besides continuing this in the grammar grades, we are so old fashioned that we still use the spelling book.

Music and drawing are in charge of special teachers. The series of drawing books in use is Prang's Shorter Course.

The Normal music course has been used during the past two years. At first we had serious doubts as to the feasibility of instilling the rudiments of music into the minds of very young pupils. But experience has shown that in the lower as well as in the upper grades, pupils can receive musical training to advantage. In fact, we are of the opinion that the work should be commenced with the youngest pupils.

A general lesson is given each day in all classes, in either civil government and patriotism, practical entomology, manners and morals, the nature of alcoholic drinks and narcotics and their effects upon the human system, common things, or in one of the modern sciences.

Zoölogy.—First and second months (September and October).

Physiology.—Third and fourth months (November and December).

Physics.—Fifth and sixth months (January and February).

Botany.—Seventh and eighth months (March and April).

Civil Government.—Ninth and tenth months (May and June).

Entomology.—Special lessons.

Manners and Morals.—Special lessons.

Common Things.—Special lessons.

Each of these subjects is fully outlined for all the grades, the work being given by the teacher as an oral lesson, no text-books being used by the class. The time occupied is fifteen minutes each day, immediately after recess in the forenoon.

In connection with the work in physiology, alcoholic drinks and narcotics are treated of as fully in each grade as the comprehension of the pupils will permit. The teacher talks with the class of the manufacture of alcohol, its uses in the arts, and the beverages in which it is found. A brief history of tobacco is given, with the process of manufacture and the ways in which it is used. The description, uses, and hygiene of each part of the body; the skin, the muscles, the bones, the stomach, the lungs, etc., are taught; the effects of alcohol and tobacco are given with the hygiene. Caution as to using other narcotics, as opium and morphine, is given the pupils. This work is not only laid out in the course of study, but it is done in the school-room.

In the past year a savings bank system was introduced into the schools, which has been quite successful. In the first four months the children deposited \$1,376 14. Besides saving so much money from useless and sometimes harmful expenditure, the children are acquiring habits of thoughtful economy and thrift. They have learned that "one hundred cents make a dollar," and also some practical knowledge of the manner of transacting business with banks.

Besides one-room, two-room, and four-room school houses, we have four large school buildings in the city, each having eight session rooms, an office, a lavatory, and closets; three of these buildings having large, airy basements, and two large assembly-rooms, all being excellent in design and handsome in architecture, having every modern improvement for the convenience, health, and comfort of pupils and teachers.

Another large building of the same kind is needed in the eastern part of the city; besides, there should be several small one-room buildings in the most thickly populated parts of the city to accommodate the children in the first primary grade, so they need not go farther than one or two blocks from home.

The High School has outgrown its present accommodations—the Russ building. Besides the building is needed for the lower grades, and is not suitable for High School purposes. A High School building, with modern conveniences and ample accommodations suitable to its purposes, should be erected in the central part of the city, in a locality easy of access and convenient to street car lines.

Uniform programs, definite and fully outlined work, and close supervision are beginning to tell in more effective work and increased efficiency in our schools.

High School.

The High School, organized as such in January, 1888, by Mr. Frank H. Hyatt, Principal, still occupying the same position, had a membership of forty students the first year, sixty the second, and the enrollment for the current school year shows one hundred and fifty-two students.

Its course of study extends over a period of four years; its studies include all branches required for admission to the State University except the Greek. The number of teachers employed is six, besides special

teachers in music and drawing. The Board of Education has the past year introduced the study of Spanish.

In view of the location of San Diego, and its business relations with Mexico, this is a valuable feature of our High School work. Both German and French are taught for three years each in the school. Thorough Latin preparation for college is made by four years continuous instruction in that department. The school has added a fine piano during this school year, and about one hundred volumes to its working library.

In the matter of special instruction in the subject of alcoholics and narcotics, attention is given in the first year of the High School work in connection with the subject of physiology. Cards are made out showing the injurious effects upon the human system, and the subject illustrated by maps and charts.

The rapid growth of the city has, at times, been a source of crowding the work, but for the most part each branch is now receiving its just amount of time. The needs of the High School are, first of all, better equipment in apparatus in the scientific department. The study of physics, so much dwelt upon by State University authorities, needs a large amount of added material for practical work. The same is true for the chemistry, where a laboratory should be added. Should the school continue to grow, the demand for a new building, adapted to the special work of the High School, will soon become imperative. The spirit of the High School, on the part of both teachers and students, is progressive and harmonious.

REPORTS OF PRIVATE SCHOOLS.

In the last report it was suggested that private schools should be required by law to report to the Superintendent of Public Instruction, to the end that the exact number of children attending school in the State might be known. No action, however, was taken in the matter by the Legislature, and some months since an effort was made to obtain reports of the names and locations of private schools in each county from the County Superintendents. Circulars of inquiry, with blank reports, to be filled out and returned to this office, were mailed to the Principals of all private schools of which we could gain any knowledge. The reports received are herewith tabulated:

NAME OF SCHOOL.	Location.	Denomination.	Date of Opening.
<i>Merced County.</i>			
Merced Academy	Merced	Non-sectarian	1888
<i>Napa County.</i>			
Napa College	Napa City	Methodist Episc.	1885
Oak Mound School	Napa City	Non-sectarian	1872
<i>Orange County.</i>			
St. Catherine's Academy	Anaheim	Catholic	1889
<i>Placer County.</i>			
Sierra Normal College	Auburn	Non-sectarian	1883
<i>San Benito County.</i>			
Commercial School	Hollister	Non-sectarian	1889
<i>San Bernardino County.</i>			
~~Chapman College, Prep. Sch.~~ <i>Ontario</i>	~~Redlands~~	~~Non-sectarian~~	~~1886~~
Bellevue Academy	Redlands	Non-sectarian	1886
St. Catherine's Convent	San Bernardino	Catholic	1880
San Bernardino Academy	San Bernardino	Non-sectarian	1883
<i>San Francisco County.</i>			
Kindergarten Training School	San Francisco	Non-sectarian	1880
College of Notre Dame of S. F.	San Francisco	Catholic	1866
Dominican Sisters	San Francisco	Catholic .....	.....
Lake's, Miss, School for Girls	San Francisco	Episcopalian	1887
Presentation Convent	San Francisco	Catholic .....	.....
Sacred Heart Convent	San Francisco	Catholic .....	.....
Sacred Heart College	San Francisco	Catholic	1874
Sacred Heart Presentation Convent ..	San Francisco	Catholic	1869
St. Bendom's School	San Francisco	Catholic .....	.....
St. Bridget School	San Francisco	Catholic .....	.....
St. Francis	San Francisco	Catholic .....	.....
St. Francis (boys)	San Francisco	Catholic .....	.....
St. Ignatius College	San Francisco	Catholic	1855
St. Joseph's	San Francisco	Catholic .....	.....
St. Joseph's (girls)	San Francisco	Catholic .....	.....
St. Rose's	San Francisco	Catholic .....	.....
St. Rose's (girls)	San Francisco	Catholic .....	.....
St. Peter's	San Francisco	Catholic .....	.....
St. Peter's (girls)	San Francisco	Catholic .....	.....
St. Patrick	San Francisco	Catholic .....	.....
St. Vincent's	San Francisco	Catholic .....	.....
Trinity School	San Francisco	Protestant Episc. ..	1876
Van Ness Young Ladies' Seminary ..	San Francisco	Non-sectarian	1878
West's, Miss, School	San Francisco	Non-sectarian	1873
Westminster School	San Francisco	Presbyterian	1859
<i>San Joaquin County.</i>			
St. Agnes	Stockton	Catholic .....	.....
St. Joseph's	Stockton	Catholic .....	.....
San Joaquin Valley College	Woodbridge	United Brethren	1879
Stockton Business College	Stockton	Non-sectarian	1875
<i>San Mateo.</i>			
Academy of Notre Dame	Redwood City	Catholic	1885
Belmont School	Belmont	Non-sectarian	1885
Bishop Armitage Orphanage	San Mateo	Episcopal	1886
Laurel Hall College	San Mateo	Non-sectarian	1870
St. Mathew's Hall	San Mateo	Episcopal	1866
<i>Santa Clara County.</i>			
Our Lady of Angels	Santa Clara	Catholic	1864
Mrs. Carey's School	San José	Non-sectarian	1868
College Notre Dame	San José	Catholic	1851

Name of Principal or President.	Instruct- ors.		PUPILS ENROLLED.										Total.
			Primary.		Academic.		Collegiate.		Normal.				
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.			
Rev. A. McCalla	1	3										47	
J. L. Beard	6	6			42	41	26	22				181	
F. O. Mower	3	1			50		25					75	
Mother Felicitas, O. P.		5			36	42	7	29				114	
M. W. Ward	2	3			11	10	3	2	30	18		74	
J. N. Thompson	1				11	6	23	21				61	
Horace A. Brown	2	1			16	5	9	4	1	1		36	
St. Carmen Divi		6	7	7	54	112		5				185	
D. B. Sturgess	2	1			24	8	24	7				63	
Kate D. Wiggin		3								35		35	
Sister Aloyse		20	5	25		250		100				380	
Sister Pia						113						113	
Mary Lake	5	15			15	160		8				188	
Sister Josephine						532						532	
Madame O' Mera						110						110	
Brother Genebern	20				420		46					466	
Mother M. T. Augustine		11	20		459		6					485	
Sister Emanuel					379							379	
Sister Maurice					521							521	
Sister Aloyse					212							212	
Miss M. Latham					140							140	
Brother John	17				580		29					609	
Sister Angela					450							450	
Sister Philomena					507							507	
Sister Clara						192						192	
Brother Euphrasius					226							226	
Sister Lorenza						400						400	
Sister Frederica					347							347	
Sister M. Vincent						537						537	
Rev. E. B. Spaulding	10	1					81					81	
S. H. Willey	2	8				12		30				42	
Mary B. West	2	12			3	107		40				150	
James Mathews	1	2	1	3	10	15	6	1				36	
M. Evangelista						212						212	
Sister M. Raphael						66						66	
D. A. Mobley, A.M., D.D.	4	3			4	3	37	35	1	4		84	
W. C. Ramsay	10	3					379	71	67	83		600	
Sister Louis de Gonzague		5	10	22	14	86						132	
W. T. Reid	7	3			49		26	1				76	
Mrs. F. C. Brewer			14		37	1						52	
John Gamble	7											93	
Rev. A. L. Brewer	10	2			108		25					133	
Sr. M. Beatrix		11	15	12		202						229	
M. S. Carey		1	4	8								12	
Sr. Amelia de St. Joseph	1	32		30	140	562						732	

NAME OF SCHOOL.	Location.	Denomination.	Date of Opening.
St. Aloysius	San José	Catholic	
St. Joseph's College	San José	Catholic	1884
St. Joseph's (girls)	San José	Catholic	
San José Institute	San José	Episcopal	1875
- Santa Clara College	Santa Clara	Catholic	1851
University of Pacific	College Park	Methodist	1851
<i>Santa Cruz County.</i>			
Froebel Kindergarten	Santa Cruz	Non-sectarian	1886
Private Kindergarten	Watsonville	Non-sectarian	1889
School of Holy Cross	Santa Cruz	Catholic	1862
<i>Solano County.</i>			
Irma Girl's School	Vallejo	Non-sectarian	1888
St. Gertrude's Academy	Rio Vista	Catholic	1876
St. Vincent's Convent School	Vallejo	Catholic	1870
Vacaville Academy	Vacaville	Congregational	
<i>Sonoma County.</i>			
Pacific Methodist College	Santa Rosa	M. E. South	1861
Petaluma Kindergarten	Petaluma	Non-sectarian	1889
St. Vincent's Academy	Petaluma	Catholic	1888
Santa Rosa Boys' School	Santa Rosa	Non-sectarian	1888
Santa Rosa Business College	Santa Rosa	Non-sectarian	1889
Santa Rosa Ladies' College	Santa Rosa	Non-sectarian	1884
- Santa Rosa Seminary	Santa Rosa	Non-sectarian	1876
Ursuline Community	Santa Rosa	Catholic	1880
<i>Tulare County.</i>			
S. J. Valley Polytechnic Institute	Tulare	Non-sectarian	1890
<i>Yolo County.</i>			
Hesperian College	Woodland	Christian	1861
Holy Rosary Academy	Woodland	Catholic	1886
Woodland Business College	Woodland	Non-sectarian	1887
<i>Yuba County.</i>			
College Notre Dame	Marysville	Catholic	1856
Marysville Kindergarten	Marysville	Non-sectarian	1887

Name of Principal or President.	Instruct- ors.		PUPILS ENROLLED.									
			Primary.		Academic.		Collegiate.		Normal.		Total.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
Sr. Ignatia						140					140	
Rev. B. Calzia, S. J.	5					170					170	
Rev. B. Calzia, S. J.						170					170	
Fannie P. McGehee	2	6									33	
Rev. John Pinasco	25					53		190			243	
A. C. Hirst, D.D., LL.D.	15	12				190	158	68	50		466	
Alice R. D. Gardner		2	22	22							44	
Mamie Dutot		2	13	17							30	
Sister Marie		8				180					189	
J. M. Chase	1	4				45		10			55	
Sr. M. Camillus McGone		10	20	25	25	50	20	22			162	
Sr. Mary Agnes Cahill		7				250		8			258	
Rev. H. E. Jewett	1	1			15	5	5	5			30	
J. S. Austin	6	3			8	7	35	27		3	80	
Kate Kirkpatrick		1	2	9							11	
Sr. M. Gonzaga		7	1	1	40	111					153	
Rev. S. M. Dodge	3	2			35		10				45	
M. E. Rigby	2	1					33	25			58	
W. A. Finley	2	5				25		5			30	
Martha E. Chase		6				35		8			43	
Sr. Agatha		14			21	81					106	
F. H. Wales	6	4	1	1	5	15					22	
E. M. Elston	3	4			23	20	20	20			88	
Mother Mary Lucretia		9			35	130		35			200	
N. B. Osborne	4	1									74	
Sr. Marie Alenie		7				118		12		5	135	
Alice Swain		2	21	20							41	

DEPARTMENT CIRCULAR.

TEACHERS' APPOINTMENTS AND EXAMINATIONS.

Inquiries from abroad regarding teachers' positions and examinations are so numerous as to necessitate answer by circular letter.

I have accordingly prepared the following circular, which is sent to all applicants for information:

SACRAMENTO, — — —, 189—.

In answer to your letter of inquiry, which has just been received, I am forced to say that the field for teachers in California is limited. For every position at all desirable which becomes vacant, there are many applicants already on the ground. It would, therefore, be quite unreasonable for any one, not being here, to expect to secure an appointment.

There are plenty of ordinary teachers always applying for positions; but superior, accredited teachers from the East, who have come with the determination to get a foothold and work their way up, have not been in the State long, as a rule, before securing positions.

If you decide to come to California, you must come expecting to take your chances with those who have preceded you from the States east of the Rocky Mountains, or have qualified themselves for their profession in our own Normal Schools, University, or other institutions for higher education.

The demand for teachers during the past year has been greater in the southern part of the State than elsewhere, owing to the phenomenal growth of that section.

Each local Board of Education or Trustees selects its own teachers and fixes their salaries.

The highest price paid to any public school teacher in California is \$250 per month; (few positions in the State pay that sum), and the lowest price is about \$40; very few schools pay below \$50 per month.

The average monthly salary paid to male teachers, during the last school year, was \$80 70; to female teachers, \$66 20. The length of time school is maintained each year varies in different parts of the State, from six to ten months. Board and lodging can generally be obtained in this State from \$20 to any higher sum per month. The commencement of the school term varies in different parts of the State, according to local conditions.

Each of the fifty-three counties has its own County Board of Education, which examines teachers and grants certificates of three grades: (1) Grammar School Course Certificates, valid for four years, and authorizing the holder to teach in a High or Grammar School; and (2) Grammar Grade Certificates, valid for three years, and authorizing the holder to teach a Grammar or Primary School; (3) Primary Certificates, valid for two years, authorizing the holder to teach a Primary School. The certificates so issued are valid in the counties only in which they are granted. The only credentials from other States upon which County Boards may issue certificates *without examination* are *State Normal School Diplomas, State Life Diplomas, and Nevada and Oregon State Educational Diplomas*. While the County Boards of Education now (since January 1, 1880) adopt their own rules and regulations for examining teachers, fix the time (semi-annually, however) for holding the examinations, and decide upon the branches of study and the percentage to be obtained in each, yet they have so largely followed the general system pursued by the State Board of Education, when, under the old Constitution, that body issued State certificates, that, except in the time for holding examinations, they do not materially differ. The following, from the rules adopted by the Colusa County Board, is given as a fair sample of all:

Rule II. Subjects for Primary Certificates shall be as follows:

1. Arithmetic.....	100	13. Penmanship.....	25
2. Arithmetic (mental).....	50	14. Composition.....	25
3. Grammar.....	100	15. Reading.....	25
4. Grammar (oral).....	25	16. Elements of bookkeeping (single entry).....	25
5. Geography.....	50	17. Orthography.....	100
6. Geography (oral).....	25	18. Vocal Music.....	25
7. United States History.....	50	19. Defining (Word Analysis).....	50
8. United States History (oral).....	25	20. Practical Entomology.....	25
9. Physiology.....	50	21. Industrial Drawing.....	25
10. Physiology (oral).....	25		
11. Methods of teaching.....	50		
12. Methods of teaching (oral).....	25	Total.....	900

Necessary for Primary Certificate, 80 per cent, or 720.

(Note a)—Physiology is to be studied with special reference to alcoholic effects.

(Note b)—Orthography is no longer a test study.

(Note c)—Entomology is to be studied with special reference to fruit pests of California.

Section 1773 of Amended School Law reads as follows:

"All examinations shall be in writing in answer to questions formulated by the Board of Education. The said Board shall also examine all applicants, orally, touching the questions asked, and such other matters in connection therewith as shall have a tendency to demonstrate the fitness of the applicant to assume the duties of teacher. The said Board shall ask questions of practical utility, with a view of ascertaining the knowledge and ability of the applicant. All examinations shall be public."

Subjects for Grammar Grade Certificates shall be the same as for the Primary Certificates, with the following additions:

22. Algebra	50	26. School Law of California	25
23. Bookkeeping (double entry)	25	27. Botany	25
24. Physics	50	28. English and American Literature	50
25. Science of Government, or Constitu- tions of United States and Cali- fornia	25	Total	1,150

Necessary for a Grammar Grade Certificate, 85 per cent, or 977.

Subjects for Grammar School Course Certificates shall be the same as for Grammar Grade Certificates, with the following additions:

29. Geometry	50	31. General History	50
30. Rhetoric	50	Total	1,400

Necessary for Grammar School Course, 85 per cent, or 1,190.

Credits in composition and penmanship may be determined from the general execution of the papers.

Rule III. No certificate will be issued to any applicants failing to obtain 80 per cent in arithmetic or grammar. And no Grammar Grade or Grammar School Course Certificate will be granted unless the applicant obtain at least 70 per cent in each of these studies.

If you intend to come to this State, and desire further information, I would advise you to apply to the County Superintendents of Schools. Each County Superintendent is ex officio Secretary of the Board of Education of his county.

A list of the several County Superintendents was appended to this circular.

STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION

FROM THE ORGANIZATION OF THE STATE GOVERNMENT.

NAME.	Elected.	Took Office.
John G. Marvin*	October 7, 1850	January 1, 1851.
Paul K. Hubbs†	September 7, 1853	January 1, 1854.
Andrew J. Moulder	November 4, 1856	January 1, 1857.
Andrew J. Moulder (second term)	September 7, 1859	January 2, 1860.
John Swett	September 3, 1862	January 1, 1863.
John Swett (second term)	October 21, 1863	December 1, 1863.
O. P. Fitzgerald	October 16, 1867	December 1, 1867.
H. N. Bolander	October 18, 1871	December 1, 1871.
Ezra S. Carr	October 20, 1875	December 1, 1875.
F. M. Campbell	September 3, 1879	January 5, 1880.
W. T. Welcker	November 7, 1882	January 1, 1883.
Ira G. Hoitt	November 2, 1886	January 3, 1887.

* Died December 10, 1857.

† Died November 17, 1874.

LIST OF COUNTY SUPERINTENDENTS SINCE 1880.

COUNTIES.	1880-83.	1883-87.	1887-91.	1891-95.
Alameda	Jewett C. Gilson	P. M. Fisher	P. M. Fisher	Geo. W. Frick
Alpine	P. W. Parker	Mrs. Anna M. Arnett	Mrs. Harriet A. Grover	Anna M. Arnett
Amador	L. Miller	Joseph F. Chandler	George F. Mack	George F. Mack
Butte	Jesse Wood	David W. Braddock	David W. Braddock	G. H. Stout
Calaveras	T. G. Peachy	Charles R. Beal	William M. Nuner, Jr.	Wm. M. Nuner, Jr.
Colusa	Samuel Houchins	J. L. Wilson	J. L. Wilson	Mrs. H. L. Wilson
Contra Costa	A. A. Bailey	A. A. Bailey	W. A. Kirkwood	W. A. Kirkwood
Del Norte	John Miller	W. H. Jeter	Mrs. S. G. Wright	Mrs. S. G. Wright
El Dorado	Charles E. Markham	Charles E. Markham	C. B. Wakenfield	C. B. Wakenfield
Fresno	R. H. Bramlet	B. A. Hawkins	B. A. Hawkins	Thomas J. Kirk
Humboldt	J. B. Casterlin	Nell S. Phelps	J. B. Brown	J. B. Brown
Inyo	J. W. Symmes	Charles H. Groves	J. H. Shannon	J. H. Shannon
Kern	F. S. Wallace	A. B. McPherson	Alfred Harrell	Alfred Harrell
Lake	Mack Mathews	Mack Mathews	James H. Renfro	Mrs. E. K. Harrington
Lassen	W. R. Schooler	Eugene A. Williams	Miss Myra A. Parks	Mrs. M. P. Woodin
Los Angeles	J. W. Hinton	John W. Hinton	W. W. Seaman	Mrs. W. W. Seaman
Marin	S. M. Augustine	Adelbert E. Kellogg	Robert Furlong	Robert Furlong
Mariposa	W. D. Egenhoff	William D. Egenhoff	Mrs. William D. Egenhoff	Mrs. William D. Egenhoff
Mendocino	James R. Thomas	John C. Ruddock	W. K. Dillingham	W. K. Dillingham
Merced	E. T. Dixon	E. T. Dixon	J. A. Norvell	J. A. Norvell
Modoc	E. P. Grubbs	Mrs. Alice Welch	Mrs. Alice Welch	J. A. Vergon
Mono	Mrs. C. W. Sullivan	Miss Naomi Angell	Clay Hampton	Cornelia Richards
Monterey	S. M. Shearer	M. J. Smeltzer	Job Wood, Jr.	Job Wood, Jr.
Napa	C. M. Walker	John L. Shearer	F. G. Huskey	Anna E. Dixon
Nevada	John T. Wickes	A. J. Tiffany	A. J. Tiffany	W. J. Roger
Orange	O. F. Seavey	O. F. Seavey	J. P. Greeley	J. P. Greeley
Placer	F. G. Hall	George E. Houghton	R. F. Burns	O. F. Seavey
Plumas	Charles E. Bishop	Charles E. Bishop	B. F. Foss	B. R. Foss
Sacramento	J. N. Thompson	J. N. Thompson	B. F. Howard	B. F. Howard
San Benito	J. A. Rouseau	Henry C. Brooke	J. N. Thompson	J. N. Thompson
San Bernardino	George N. Hitchcock	Rufus D. Butler	Henry C. Brooke	G. W. Beattie
San Diego	John Ward Taylor	A. J. Moulder	Rufus D. Butler	Hart Wagner
San Francisco	C. M. Keniston	James A. Sellinger	J. W. Anderson	John Sweet
San Joaquin	John F. Becket	J. M. Felts	George Goodell	Geo. Goodell
San Luis Obispo	G. P. Hartley	G. P. Hartley	W. M. Armstrong	W. M. Armstrong
San Mateo	G. E. Thurmond	G. E. Thurmond	I. F. Utter	J. F. Utter
Santa Barbara	L. J. Chipman	L. J. Chipman	G. E. Thurmond	G. E. Thurmond
Santa Clara			L. J. Chipman	L. J. Chipman

Santa Cruz	W. H. Hobbs	John W. Linscott	John W. Linscott	John W. Linscott
Shasta	Mrs. D. M. Coleman	Mrs. D. M. Coleman	Miss E. G. Welsh	Miss E. G. Welsh
Sierra	J. S. Wixson	J. S. Wixson	E. L. Case	T. J. McGrath
Siskiyou	H. A. Morse	H. A. Morse	C. O. Sharpe	John Kennedy
Solano	Albert W. Sutphen	C. B. Webster	C. B. Webster	C. B. Webster
Sonoma	C. S. Smyth	Charles S. Smyth	Mrs. F. McG. Martin	Mrs. F. McG. Martin
Stanislaus	W. H. Robinson	W. S. Chase	W. B. Howard	W. B. Howard
Sutter	F. W. Emerson	M. C. Clark	G. B. Lyman	G. B. Lyman
Tehama	Myron Yager	Myron Yager	L. W. Valentine	Belle Miller
Trinity	G. E. Noonan	Horace R. Given	Horace R. Given	George E. Noonan
Tulare	W. J. Ellis	Charles H. Murphy	Charles H. Murphy	S. A. Cruikshank
Tuolumne	John T. Murnan	John T. Murnan	G. P. Morgan	G. P. Morgan
Ventura	D. D. DeNure	Charles T. Meredith	Charles T. Meredith	S. T. Black
Yolo	J. W. Goin	John W. Goin	George Banks	George Banks
Yuba	Thomas H. Steel	Frank B. Crane	Frank B. Crane	H. H. Folsom

STATISTICAL TABLES.

TABLE No. 1.

Census Statistics for the School Years ending June 30, 1889 and 1890.

COUNTIES.	Number of White Children between 5 and 17 years of age.					
	1889.			1890.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Alameda.....	11,100	10,712	21,812	11,820	11,201	22,821
Alpine.....	44	44	88	50	49	99
Amador.....	1,421	1,407	2,828	1,415	1,407	2,822
Butte.....	2,065	2,009	4,104	2,101	2,007	4,108
Calaveras.....	1,223	1,170	2,393	1,235	1,149	2,384
Colusa.....	1,664	1,610	3,274	1,742	1,642	3,384
Contra Costa.....	1,742	1,690	3,432	1,776	1,685	3,411
Del Norte.....	255	226	481	262	230	492
El Dorado.....	1,049	1,072	2,121	1,040	1,002	2,042
Fresno.....	3,310	3,008	6,318	3,452	3,341	6,793
Humboldt.....	2,992	2,867	5,859	3,165	3,012	6,177
Inyo.....	306	281	587	328	319	647
Kern.....	862	878	1,730	946	998	1,944
Lake.....	944	940	1,884	908	917	1,825
Lassen.....	524	486	1,010	498	490	988
Los Angeles.....	13,682	13,756	27,438	11,478	11,529	23,007
Marin.....	1,275	1,164	2,439	1,381	1,243	2,624
Mariposa.....	501	430	931	501	452	953
Mendocino.....	2,203	2,046	4,249	2,261	2,164	4,425
Merced.....	865	743	1,598	872	757	1,629
Modoc.....	705	697	1,402	779	718	1,497
Mono.....	146	154	300	153	143	296
Monterey.....	2,300	2,163	4,463	2,411	2,233	4,644
Napa.....	1,800	1,685	3,485	1,849	1,748	3,597
Nevada.....	2,138	2,091	4,229	2,210	2,117	4,327
Orange*.....				2,035	1,950	3,985
Placer.....	1,561	1,425	2,986	1,539	1,454	2,993
Plumas.....	509	502	1,011	480	501	981
Sacramento.....	3,700	3,561	7,261	3,888	3,774	7,662
San Benito.....	966	1,010	1,976	945	960	1,905
San Bernardino.....	3,000	2,868	5,868	3,182	3,021	6,203
San Diego.....	4,087	4,110	8,197	4,224	4,242	8,466
San Francisco.....	29,696	29,843	59,539	29,971	30,022	59,993
San Joaquin.....	3,064	3,059	6,143	3,052	3,066	6,148
San Luis Obispo.....	2,273	2,091	4,364	2,443	2,216	4,659
San Mateo.....	1,281	1,201	2,482	1,443	1,261	2,704
Santa Barbara.....	2,193	2,269	4,462	2,134	2,280	4,414
Santa Clara.....	5,915	5,844	11,759	6,157	6,064	12,221
Santa Cruz.....	2,265	2,358	4,623	2,456	2,448	4,904
Shasta.....	1,596	1,546	3,142	1,690	1,623	3,313
Sierra.....	545	509	1,054	519	487	1,006
Siskiyou.....	1,335	1,258	2,593	1,303	1,277	2,580
Solano.....	2,226	2,227	4,453	2,296	2,226	4,522
Sonoma.....	4,301	4,165	8,466	4,209	4,020	8,229
Stanislaus.....	1,161	1,186	2,347	1,192	1,176	2,368
Sutter.....	652	654	1,306	658	661	1,319
Tehama.....	1,354	1,277	2,631	1,328	1,252	2,580
Trinity.....	372	382	754	391	399	790
Tulare.....	3,150	2,870	6,020	3,252	2,963	6,215
Tuolumne.....	783	781	1,564	787	775	1,562
Ventura.....	1,266	1,242	2,508	1,381	1,312	2,693
Yolo.....	1,724	1,645	3,369	1,708	1,634	3,342
Yuba.....	1,053	1,080	2,133	1,034	1,068	2,102
Totals.....	137,174	134,292	271,466	140,130	136,665	276,795

* Included in Los Angeles County in 1889.

TABLE No. 1—Continued.

COUNTIES.	Number of Negro Children between 5 and 17 years of age.					
	1889.			1890.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Alameda	63	75	138	63	58	121
Alpine						
Amador	4	2	6		2	2
Butte	24	24	48	20	20	40
Calaveras	2	4	6	3	4	7
Colusa	9	5	14	14	10	24
Contra Costa	2	5	7	4	6	10
Del Norte					1	1
El Dorado	4	7	11	11	10	21
Fresno	36	33	69	34	34	68
Humboldt	2		2	2		2
Inyo	4		4	4		4
Kern	7	13	20	8	7	15
Lake	1		1		1	1
Lassen	1	1	2		2	2
Los Angeles	161	169	330	174	177	351
Marin	1	7	8	1	1	2
Mariposa	8	5	13	9	5	14
Mendocino	5	3	8	2	1	3
Merced	11	4	15	5	8	13
Modoc						
Mono						
Monterey	4	6	10	1	3	4
Napa	9	11	20	8	9	17
Nevada	16	14	30	12	13	25
Orange				6	6	12
Placer	2	3	5	2	2	4
Plumas						
Sacramento	40	41	81	60	60	120
San Benito	8	13	21	5	7	12
San Bernardino	28	15	43	28	26	54
San Diego	47	40	87	51	39	90
San Francisco	132	130	262	130	114	244
San Joaquin	43	39	82	46	48	94
San Luis Obispo	6	14	20	14	16	30
San Mateo	5	3	8	1		1
Santa Barbara	3	9	12	3	6	9
Santa Clara	25	35	60	28	41	69
Santa Cruz	4	5	9	8	6	14
Shasta	29	20	49	29	32	61
Sierra	2	5	7	1	5	6
Siskiyou	4	3	7	4	1	5
Solano	9	9	18	12	11	23
Sonoma	3	5	8	3	7	10
Stanislaus	7	4	11	6	3	9
Sutter	1		1	2		2
Tehama	29	40	69	25	43	68
Trinity						
Tulare	23	12	35	27	22	49
Tuolumne	1	3	4	1	1	2
Ventura		1	1	1	4	5
Yolo	21	16	37	24	16	40
Yuba	28	26	54	29	26	55
Totals	874	879	1,753	921	914	1,835

TABLE No. 1—Continued.

COUNTIES.	Number of Indian Children between 5 and 17 years of age, under guardianship of white persons.					
	1889.			1890.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Alameda	7	1	8	6	4	10
Alpine	—	—	—	—	—	—
Amador	8	7	15	7	5	12
Butte	13	12	25	14	11	25
Calaveras	10	3	13	4	2	6
Colusa	—	1	1	—	1	1
Contra Costa	1	—	1	1	1	2
Del Norte	2	1	3	4	—	4
El Dorado	43	23	66	36	31	67
Fresno	23	14	37	14	10	24
Humboldt	16	12	28	25	19	44
Inyo	12	6	18	12	7	19
Kern	14	11	25	19	14	33
Lake	4	3	7	5	7	12
Lassen	—	—	—	3	1	4
Los Angeles	7	14	21	10	8	18
Marin	13	8	21	11	4	15
Mariposa	8	10	18	14	17	31
Mendocino	25	10	35	19	11	30
Merced	—	1	1	—	1	1
Modoc	9	9	18	5	5	10
Mono	3	—	3	2	1	3
Monterey	2	—	2	—	—	—
Napa	5	2	7	3	1	4
Nevada	—	1	1	1	1	2
Orange	—	—	—	7	6	13
Placer	—	2	2	—	—	—
Plumas	8	9	17	6	8	14
Sacramento	8	—	8	3	3	6
San Benito	—	—	—	—	—	—
San Bernardino	47	32	79	85	55	140
San Diego	15	15	30	21	15	36
San Francisco	—	—	—	—	—	—
San Joaquin	2	2	4	—	—	—
San Luis Obispo	9	8	17	17	23	40
San Mateo	—	—	—	1	—	1
Santa Barbara	1	—	1	—	—	—
Santa Clara	1	—	1	—	—	—
Santa Cruz	3	1	4	—	—	—
Shasta	21	22	43	35	19	54
Sierra	—	2	2	—	—	—
Siskiyou	15	20	35	21	27	48
Solano	3	—	3	4	1	5
Sonoma	19	30	49	25	27	52
Stanislaus	3	6	9	2	5	7
Sutter	—	1	1	2	1	3
Tehama	2	3	5	12	16	28
Trinity	—	—	—	—	—	—
Tulare	2	—	2	—	—	—
Tuolumne	14	9	23	11	10	21
Ventura	6	6	11	—	2	2
Yolo	1	—	1	—	—	—
Yuba	5	3	8	3	1	4
Totals	410	319	729	470	381	851

TABLE No. 1—Continued.

COUNTIES.	Number of Negro Children between 5 and 17 years of age.					
	1889.			1890.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Alameda	63	75	138	63	58	121
Alpine						
Amador	4	2	6		2	2
Butte	24	24	48	20	20	40
Calaveras	2	4	6	3	4	7
Colusa	9	5	14	14	10	24
Contra Costa	2	5	7	4	6	10
Del Norte					1	1
El Dorado	4	7	11	11	10	21
Fresno	38	33	69	34	34	68
Humboldt	2		2	2		2
Inyo	4		4	4		4
Kern	7	13	20	8	7	15
Lake	1		1		1	1
Lassen	1	1	2		2	2
Los Angeles	161	169	330	174	177	351
Marin	1	7	8	1	1	2
Mariposa	8	5	13	9	5	14
Mendocino	5	3	8	2	1	3
Merced	11	4	15	5	8	13
Modoc						
Mono						
Monterey	4	6	10	1	3	4
Napa	9	11	20	8	9	17
Nevada	16	14	30	12	13	25
Orange				6	6	12
Placer	2	3	5	2	2	4
Plumas						
Sacramento	40	41	81	60	60	120
San Benito	8	13	21	5	7	12
San Bernardino	28	15	43	28	26	54
San Diego	47	40	87	51	39	90
San Francisco	132	130	262	130	114	244
San Joaquin	43	39	82	46	48	94
San Luis Obispo	6	14	20	14	16	30
San Mateo	5	3	8	1		1
Santa Barbara	3	9	12	3	6	9
Santa Clara	25	35	60	28	41	69
Santa Cruz	4	5	9	8	6	14
Shasta	29	20	49	29	32	61
Sierra	2	5	7	1	5	6
Siskiyou	4	3	7	4	1	5
Solano	9	9	18	12	11	23
Sonoma	3	5	8	3	7	10
Stanislaus	7	4	11	6	3	9
Sutter	1		1	2		2
Tehama	29	40	69	25	43	68
Trinity						
Tulare	23	12	35	27	22	49
Tuolumne	1	3	4	1	1	2
Ventura		1	1	1	4	5
Yolo	21	16	37	24	16	40
Yuba	28	26	54	29	26	55
Totals	874	879	1,753	921	914	1,835

TABLE No. 1--Continued.

COUNTIES.	Total No. of Census Children.	Total No. of Census Children.
	1889.	1890.
Alameda.....	21,994	22,978
Alpine.....	88	99
Amador.....	2,858	2,848
Butte.....	4,202	4,203
Calaveras.....	2,424	2,409
Colusa.....	3,294	3,412
Contra Costa.....	3,440	3,424
Del Norte.....	484	497
El Dorado.....	2,229	2,143
Fresno.....	6,437	6,903
Humboldt.....	5,889	6,223
Inyo.....	609	670
Kern.....	1,783	1,997
Lake.....	1,892	1,838
Lassen.....	1,012	994
Los Angeles.....	27,799	23,394
Marin.....	2,530	2,654
Mariposa.....	964	999
Mendocino.....	4,305	4,487
Merced.....	1,617	1,647
Modoc.....	1,420	1,507
Mono.....	303	299
Monterey.....	4,518	4,715
Napa.....	3,516	3,619
Nevada.....	4,269	4,365
Orange.....		4,011
Placer.....	3,005	3,013
Plumas.....	1,031	998
Sacramento.....	7,417	7,835
San Benito.....	1,997	1,918
San Bernardino.....	5,990	6,397
San Diego.....	8,319	8,613
San Francisco.....	60,642	61,144
San Joaquin.....	6,238	6,258
San Luis Obispo.....	4,402	4,733
San Mateo.....	2,491	2,707
Santa Barbara.....	4,480	4,429
Santa Clara.....	11,853	12,310
Santa Cruz.....	4,637	4,918
Shasta.....	3,236	3,431
Sierra.....	1,063	1,012
Siskiyou.....	2,670	2,671
Solano.....	4,476	4,551
Sonoma.....	8,527	8,293
Stanislaus.....	2,376	2,398
Sutter.....	1,309	1,326
Tehama.....	2,718	2,689
Trinity.....	757	804
Tulare.....	6,063	6,270
Tuolumne.....	1,596	1,586
Ventura.....	2,520	2,703
Yolo.....	3,408	3,382
Yuba.....	2,207	2,178
Totals.....	275,302	280,882

TABLE No. 1—Continued.

COUNTIES.	Number of Children under 5 years of age in 1889.				
	White.	Negro.	Indian.	Chinese.	Total.
Alameda.....	8,344	67	2	6	8,419
Alpine.....	31				31
Amador.....	1,113	4	10	2	1,129
Butte.....	1,516	8	4		1,528
Calaveras.....	832	3	1	1	837
Colusa.....	1,276	7	1		1,284
Contra Costa.....	1,390	1	1		1,392
Del Norte.....	179				179
El Dorado.....	728	2	31	1	762
Fresno.....	2,879	25	11	12	2,927
Humboldt.....	2,304		5		2,309
Inyo.....	226	2	1		229
Kern.....	671	5	7	5	688
Lake.....	667		2		669
Lassen.....	460	2			462
Los Angeles.....	11,659	163	11	20	11,853
Marin.....	931	1	12	15	959
Mariposa.....	384	5	13		402
Mendocino.....	1,898		10		1,908
Merced.....	709	3		3	715
Modoc.....	643				643
Mono.....	142				142
Monterey.....	1,969	2		6	1,977
Napa.....	1,292	3		2	1,297
Nevada.....	1,277	1		4	1,282
Orange.....					
Placer.....	1,141		3	4	1,148
Plumas.....	357		10		367
Sacramento.....	2,515	17	2	11	2,545
San Benito.....	704	2			706
San Bernardino.....	2,212	16	16		2,244
San Diego.....	3,219	20	8	6	3,253
San Francisco.....	22,220	119		333	22,672
San Joaquin.....	2,261	23		3	2,292
San Luis Obispo.....	1,832	8	8	2	1,850
San Mateo.....	798				798
Santa Barbara.....	1,770	1			1,771
Santa Clara.....	3,377	5	1	6	3,389
Santa Cruz.....	1,587	9	1	3	1,600
Shasta.....	1,268	17	12	4	1,301
Sierra.....	410	2			412
Siskiyou.....	1,032	4	19	8	1,063
Solano.....	1,546	1		4	1,551
Sonoma.....	2,834	3	15	2	2,854
Stanislaus.....	843		2	2	847
Sutter.....	505			3	508
Tehama.....	887	23	2	3	920
Trinity.....	250				250
Tulare.....	2,454	13		1	2,468
Tuolumne.....	389				389
Ventura.....	1,088				1,088
Yolo.....	1,131	14			1,145
Yuba.....	700	14	2	9	725
Totals.....	102,845	625	223	481	104,174

TABLE No. 1—Continued.

COUNTIES.	Number of Children under 5 years of age in 1890.				
	White.	Negro.	Indian.	Chinese.	Total.
Alameda	9,079	61		11	9,151
Alpine	33				33
Amador	1,121		8	2	1,131
Butte	1,540	8	2		1,550
Calaveras	843	2		1	846
Colusa	1,316	14			1,330
Contra Costa	1,412	8		1	1,416
Del Norte	223				223
El Dorado	712	1	30		743
Fresno	2,988	27	6	9	3,030
Humboldt	2,347		5		2,352
Inyo	210	2	1		213
Kern	705	8	8	5	726
Lake	727	4	5		736
Lassen	441				441
Los Angeles	9,866	142	5	19	10,032
Marin	899	3	2	10	914
Mariposa	363	5	12		380
Mendocino	1,876		3		1,879
Merced	699	8		1	702
Modoc	568				568
Mono	114				114
Monterey	2,011	3		22	2,036
Napa	1,297		3	8	1,310
Nevada	1,112	2	2	4	1,120
Orange	1,481		1	3	1,485
Placer	1,177				1,177
Plumas	363		7	1	371
Sacramento	2,651	18	1	27	2,697
San Benito	701	7		1	709
San Bernardino	2,339	21	25		2,385
San Diego	3,214	24	17	3	3,258
San Francisco	22,929	94		364	23,387
San Joaquin	2,328	39		5	2,372
San Luis Obispo	1,826		17		1,843
San Mateo	757				757
Santa Barbara	1,595			2	1,597
Santa Clara	3,499	13	1	4	3,517
Santa Cruz	1,716	7		2	1,725
Shasta	1,310	24	18	4	1,356
Sierra	388	1			389
Siskiyou	1,069	2	18	15	1,094
Solano	1,694	6		1	1,701
Sonoma	2,874	2	12	3	2,891
Stanislaus	857	1			858
Sutter	536	1		2	539
Tehama	831	20	9	3	863
Trinity	285			4	289
Tulare	2,573	25		2	2,600
Tuolumne	338	2	1		341
Ventura	1,152		5		1,157
Yolo	1,219	11			1,230
Yuba	708	21	3	6	738
Totals	104,901	629	227	545	106,302

TABLE No. 1—Continued.

COUNTIES.	Number of Children between 5 and 17 years of age who have attended public schools at any time during the school year of 1889.				
	White.	Negro.	Indian.	Chinese.	Total.
Alameda.....	14,418	83	2	4	14,507
Alpine.....	76				76
Amador.....	2,198	4	5	1	2,208
Butte.....	3,253	30	4		3,287
Calaveras.....	1,828	6	4		1,838
Colusa.....	2,580	7			2,587
Contra Costa.....	2,688	7			2,695
Del Norte.....	345		2		347
El Dorado.....	1,686	10	40		1,736
Fresno.....	4,748	33	22	2	4,805
Humboldt.....	4,468	1	20		4,489
Inyo.....	450	1	6		457
Kern.....	1,274	8			1,282
Lake.....	1,492	1	2		1,495
Lassen.....	806				806
Los Angeles.....	19,406	213	4	1	19,624
Marin.....	1,483	1	7		1,491
Mariposa.....	710	6	9	2	727
Mendocino.....	3,256	2	7		3,265
Merced.....	1,249	14	1	3	1,267
Modoc.....	1,117		5		1,122
Mono.....	252		1		253
Monterey.....	3,401	8			3,409
Napa.....	2,591	12			2,603
Nevada.....	3,533	25		9	3,567
Orange.....					
Placer.....	2,307	4			2,311
Plumas.....	879		12		891
Sacramento.....	5,514	39	1		5,554
San Benito.....	1,422	20			1,442
San Bernardino.....	4,141	17	4		4,162
San Diego.....	5,510	60	11		5,581
San Francisco.....	38,368	188		122	38,678
San Joaquin.....	4,590	66	2		4,658
San Luis Obispo.....	3,170	10	6		3,186
San Mateo.....	1,763	7			1,770
Santa Barbara.....	3,154	8	1		3,163
Santa Clara.....	7,542	34			7,576
Santa Cruz.....	3,564	6			3,570
Shasta.....	2,531	38	18		2,587
Sierra.....	859	4	1		864
Siskiyou.....	2,029	3	10		2,042
Solano.....	3,259	16	1		3,276
Sonoma.....	6,228	4	23		6,255
Stanislaus.....	1,869	11	6		1,886
Sutter.....	1,077	1	1		1,079
Tehama.....	2,126	47			2,173
Trinity.....	526				526
Tulare.....	4,665	20		1	4,686
Tuolumne.....	1,188	3		2	1,193
Ventura.....	1,897				1,897
Yolo.....	2,626	21			2,647
Yuba.....	1,639	44	3	2	1,688
Totals.....	193,696	1,143	241	149	195,229

TABLE No. 1—Continued.

COUNTIES.	Number of children between 5 and 17 years of age who have attended public school at any time during the school year of 1890.				
	White.	Negro.	Indian.	Chinese.	Total.
Alameda	14,907	84	2	2	14,995
Alpine	75				75
Amador	2,279	2	5	1	2,287
Butte	3,319	23	9		3,351
Calaveras	1,865	4	4		1,873
Colusa	2,643	14			2,657
Contra Costa	2,671	9	1		2,681
Del Norte	350		4		354
El Dorado	1,522	11	30		1,603
Fresno	5,170	39	15		5,224
Humboldt	4,604	1	24		4,719
Inyo	528	2	9		539
Kern	1,429	11	7	1	1,448
Lake	1,437		5		1,442
Lassen	807	2			809
Los Angeles	16,392	244	6	1	16,643
Marin	1,634	2	11		1,647
Mariposa	729	8	18	1	756
Mendocino	3,420	2	6	9	3,437
Merced	1,193	4		1	1,198
Modoc	1,176		8		1,184
Mono	239		2		241
Monterey	3,430	2			3,432
Napa	2,786	12	1		2,799
Nevada	3,626	17		3	3,646
Orange	2,902	3		1	2,906
Placer	2,302	3		1	2,306
Plumas	851		5		856
Sacramento	5,701	95	3	5	5,804
San Benito	1,386	7			1,393
San Bernardino	4,614	36	23		4,673
San Diego	6,202	77	7		6,286
San Francisco	37,739	188		62	37,989
San Joaquin	4,559	75		1	4,635
San Luis Obispo	3,412	16	19	1	3,448
San Mateo	1,897	1		1	1,899
Santa Barbara	3,149	2		2	3,153
Santa Clara	7,798	44			7,842
Santa Cruz	3,638	10			3,648
Shasta	2,638	46	14		2,698
Sierra	829	3			832
Siskiyou	2,057	4	25		2,086
Solano	3,271	14	1		3,286
Sonoma	6,066	7	26		6,099
Stanislaus	1,843	9	4		1,856
Sutter	1,074	1	3		1,078
Tehama	2,101	50	8		2,159
Trinity	518				518
Tulare	4,929	36			4,965
Tuolumne	1,269	2	5	1	1,277
Ventura	1,962				1,962
Yolo	2,586	24			2,610
Yuba	1,657	48	1		1,706
Totals	197,261	1,294	311	94	198,960

TABLE No. 1—Continued.

COUNTIES.	Number of Children between 5 and 17 years of age who have attended only private schools at any time during the school year of 1889.				
	White.	Negro.	Indian.	Chinese.	Total.
Alameda	2,862	11	-----	6	2,879
Alpine	1	-----	-----	-----	1
Amador	21	-----	-----	-----	21
Butte	157	-----	8	-----	165
Calaveras	28	-----	-----	-----	28
Colusa	101	-----	-----	-----	101
Contra Costa	48	-----	-----	-----	48
Del Norte	15	-----	-----	-----	15
El Dorado	73	-----	-----	-----	73
Fresno	165	-----	-----	-----	165
Humboldt	163	-----	-----	-----	163
Inyo	21	1	-----	-----	22
Kern	19	-----	-----	-----	19
Lake	61	-----	-----	-----	61
Lassen	26	-----	-----	-----	26
Los Angeles	2,150	7	-----	8	2,160
Marin	277	-----	-----	-----	277
Mariposa	3	-----	-----	-----	3
Mendocino	137	-----	-----	-----	137
Merced	48	-----	-----	-----	48
Modoc	22	-----	-----	-----	22
Mono	10	-----	-----	-----	10
Monterey	72	-----	-----	41	113
Napa	127	-----	-----	-----	127
Nevada	118	-----	-----	-----	118
Orange	-----	-----	-----	-----	-----
Placer	71	-----	-----	-----	71
Plumas	10	-----	-----	-----	10
Sacramento	467	1	-----	-----	468
San Benito	136	-----	-----	-----	136
San Bernardino	255	-----	-----	-----	255
San Diego	509	1	2	-----	512
San Francisco	7,601	4	-----	648	8,253
San Joaquin	519	1	-----	-----	520
San Luis Obispo	164	-----	-----	-----	164
San Mateo	276	-----	-----	-----	276
Santa Barbara	276	-----	-----	-----	276
Santa Clara	1,419	4	-----	-----	1,423
Santa Cruz	148	-----	-----	1	149
Shasta	20	-----	-----	1	21
Sierra	11	-----	-----	-----	11
Siskiyou	28	-----	-----	4	32
Solano	446	-----	-----	1	447
Sonoma	560	2	-----	-----	562
Stanislaus	29	-----	-----	-----	29
Sutter	18	-----	-----	1	19
Tehama	59	-----	-----	-----	59
Trinity	35	-----	-----	-----	35
Tulare	55	-----	-----	-----	55
Tuolumne	24	-----	2	-----	24
Ventura	39	-----	-----	-----	41
Yolo	153	1	-----	-----	154
Yuba	242	-----	-----	-----	242
Totals	20,293	33	12	706	21,044

TABLE No. 1—Continued.

COUNTIES.	Number of Children between 5 and 17 years of age who have attended only private schools at any time during the school year of 1890.				
	White.	Negro.	Indian.	Chinese.	Total.
Alameda.....	2,856	7		6	2,869
Alpine.....	1				1
Amador.....	25			4	29
Butte.....	54				54
Calaveras.....	15				15
Colusa.....	91			3	94
Contra Costa.....	50				50
Del Norte.....	11				11
El Dorado.....	35				35
Fresno.....	164	1		10	175
Humboldt.....	128				128
Inyo.....	22	1			23
Kern.....	32				32
Lake.....	32				32
Lassen.....	20		4		24
Los Angeles.....	1,829	7		14	1,850
Marin.....	428		3	11	442
Mariposa.....	11				11
Mendocino.....	90		6		96
Merced.....	23				23
Modoc.....	7				7
Mono.....	3				3
Monterey.....	62			17	79
Napa.....	109				109
Nevada.....	83			1	84
Orange.....	180	1	1		182
Placer.....	37			1	38
Plumas.....	35				35
Sacramento.....	536	3		6	545
San Benito.....	127				127
San Bernardino.....	238		1		239
San Diego.....	478	1		20	499
San Francisco.....	8,370	6		372	8,748
San Joaquin.....	526	1			527
San Luis Obispo.....	158				158
San Mateo.....	328				328
Santa Barbara.....	195				195
Santa Clara.....	1,568			1	1,569
Santa Cruz.....	267				267
Shasta.....	22				22
Sierra.....	15				15
Siskiyou.....	32				32
Solano.....	427	2	1	1	431
Sonoma.....	546	1			547
Stanislaus.....	18				18
Sutter.....	17				17
Tehama.....	70				70
Trinity.....	24				24
Tulare.....	67				67
Tuolumne.....	16				16
Ventura.....	47				47
Yolo.....	185	1			186
Yuba.....	234			1	235
Totals.....	20,944	32	16	468	21,460

TABLE No. 1—Continued.

COUNTIES.	Number of Children between 5 and 17 years of age who have not attended school at any time during the school year of 1889.				
	White.	Negro.	Indian.	Chinese.	Total.
Alameda	4,532	44	6	26	4,608
Alpine	11				11
Amador	614	2	10	8	634
Butte	694	18	13	25	750
Calaveras	539		9	12	560
Colusa	643	7	1	3	654
Contra Costa	686		1		697
Del Norte	121		1		122
El Dorado	362	1	26	31	420
Fresno	1,405	36	15	11	1,467
Humboldt	1,228	1	8		1,237
Inyo	116	2	12		130
Kern	437	12	25	7	481
Lake	331		5		336
Lassen	178	2			180
Los Angeles	5,882	110	17	6	6,015
Marin	679	7	14	62	762
Mariposa	213	7	9		234
Mendocino	856	6	28	13	903
Merced	301	1			302
Modoc	263		13		276
Mono	38		2		40
Monterey	990	2	2	2	996
Napa	767	8	7	4	786
Nevada	578	5	1		584
Orange					
Placer	608	1	2	12	623
Plumas	122		5	3	130
Sacramento	1,280	41	7	67	1,395
San Benito	418	1			419
San Bernardino	1,472	26	75		1,573
San Diego	2,178	26	17	5	2,226
San Francisco	13,570	70		71	13,711
San Joaquin	1,034	15	2	9	1,060
San Luis Obispo	1,080	10	11	1	1,092
San Mateo	443	1		1	445
Santa Barbara	1,032	4		5	1,041
Santa Clara	2,798	22	1	33	2,854
Santa Cruz	911	3	4	1	919
Shasta	591	11	25	1	628
Sierra	184	3	1		188
Siskiyou	536	4	25	31	596
Solano	748	2	2		753
Sonoma	1,678	2	26	4	1,710
Stanislaus	449		3	9	461
Sutter	211				211
Tehama	446	22	5	13	486
Trinity	193			3	196
Tulare	1,300	15	2	5	1,322
Tuolumne	352	1	23	3	379
Ventura	572	1	9		582
Yolo	590	15	1	1	607
Yuba	252	10	5	10	277
Totals	57,477	577	476	499	59,029

TABLE No. 1—Continued.

COUNTIES.	Number of Children between 5 and 17 years of age who have not attended school at any time during the school year of 1890.				
	White.	Negro.	Indian.	Chinese.	Total.
Alameda.....	5,058	30	8	18	5,114
Alpine.....	23				23
Amador.....	518		7	7	532
Butte.....	735	17	16	30	798
Calaveras.....	504	3	2	12	521
Colusa.....	650	10	1		661
Contra Costa.....	690	1	1	1	693
Del Norte.....	131	1			132
El Dorado.....	445	10	37	13	505
Fresno.....	1,459	28	9	8	1,504
Humboldt.....	1,355	1	20		1,376
Inyo.....	97	1	10		108
Kern.....	483	4	26	4	517
Lake.....	356	1	7		364
Lassen.....	161				161
Los Angeles.....	4,786	100	12	3	4,901
Marin.....	562		1	2	565
Mariposa.....	213	6	13		232
Mendocino.....	915	1	18		934
Merced.....	413	9	1	3	426
Modoc.....	314		2		316
Mono.....	54		1		55
Monterey.....	1,152	2		50	1,204
Napa.....	752	5	3	1	761
Nevada.....	618	8	2	7	635
Orange.....	903	8	12		923
Placer.....	654	1		14	669
Plumas.....	95		9	3	107
Sacramento.....	1,425	22	3	36	1,486
San Benito.....	392	5		1	398
San Bernardino.....	1,351	18	116		1,485
San Diego.....	1,786	12	29	1	1,828
San Francisco.....	13,884	50		473	14,407
San Joaquin.....	1,063	18		15	1,096
San Luis Obispo.....	1,089	14	21	3	1,127
San Mateo.....	479		1		480
Santa Barbara.....	1,070	7		4	1,081
Santa Clara.....	2,855	25		19	2,899
Santa Cruz.....	999	4			1,003
Shasta.....	653	15	40	3	711
Sierra.....	162	3			165
Siskiyou.....	491	1	23	38	553
Solano.....	824	7	3		834
Sonoma.....	1,617	2	26	2	1,647
Stanislaus.....	507		3	14	524
Sutter.....	228	1		2	231
Tehama.....	409	18	20	13	460
Trinity.....	248			14	262
Tulare.....	1,219	13		6	1,238
Tuolumne.....	277		16		293
Ventura.....	684	5	2	3	694
Yolo.....	571	15			586
Yuba.....	211	7	3	16	237
Totals.....	58,590	509	524	839	60,462

TABLE No. 1—Continued.

COUNTIES.	Native Born— Native Parents.		Native Born—One Parent Foreign.	
	1889.	1890.	1889.	1890.
Alameda.....	11,749	12,056	4,150	4,841
Alpine.....	58	45	31	36
Amador.....	1,852	1,864	796	799
Butte.....	4,290	4,374	696	636
Calaveras.....	1,797	1,853	615	667
Colusa.....	3,358	3,515	491	467
Contra Costa.....	1,711	1,796	910	810
Del Norte.....	448	479	154	162
El Dorado.....	1,770	1,906	555	446
Fresno.....	7,246	7,609	778	796
Humboldt.....	4,172	4,438	1,121	1,198
Inyo.....	518	584	168	188
Kern.....	1,855	2,060	354	379
Lake.....	2,046	2,081	202	246
Lassen.....	1,246	1,188	110	121
Los Angeles.....	26,362	22,394	5,067	3,963
Marin.....	1,028	1,074	790	828
Mariposa.....	794	821	227	214
Mendocino.....	4,369	4,420	657	760
Merced.....	1,637	1,561	252	270
Modoc.....	1,646	1,729	283	203
Mono.....	180	169	79	87
Monterey.....	3,690	3,695	1,121	1,204
Napa.....	2,614	2,548	571	683
Nevada.....	1,954	2,012	1,276	1,181
Orange.....		4,003		544
Placer.....	2,458	2,539	693	705
Plumas.....	748	748	262	237
Sacramento.....	5,360	5,500	1,734	1,701
San Benito.....	1,629	1,534	415	457
San Bernardino.....	6,153	6,587	801	824
San Diego.....	8,082	8,423	1,561	1,421
San Francisco.....	21,844	22,796	13,520	14,969
San Joaquin.....	5,304	5,170	1,053	1,269
San Luis Obispo.....	3,881	4,049	825	920
San Mateo.....	1,016	997	408	520
Santa Barbara.....	4,593	4,724	863	623
Santa Clara.....	7,860	8,186	2,388	2,613
Santa Cruz.....	3,887	3,925	852	955
Shasta.....	3,437	3,750	531	546
Sierra.....	644	622	339	340
Siskiyou.....	2,450	2,361	741	637
Solano.....	2,538	2,837	1,101	988
Sonoma.....	6,510	6,422	1,436	1,684
Stanislaus.....	2,247	2,250	321	308
Sutter.....	1,350	1,388	218	238
Tehama.....	2,969	2,814	314	374
Trinity.....	648	688	124	151
Tulare.....	7,189	7,534	621	638
Tuolumne.....	765	876	360	346
Ventura.....	2,681	3,008	385	344
Yolo.....	3,220	3,242	321	400
Yuba.....	1,809	1,813	466	395
Totals.....	199,617	204,947	54,100	56,317

TABLE No. 1—Continued.

COUNTIES.	Native Born—Both Parents Foreign.		Foreign Born.	
	1889.	1890.	1889.	1890.
Alameda	13,463	14,228	1,051	1,006
Alpine	29	41	1	10
Amador	1,294	1,232	45	84
Butte	658	674	86	69
Calaveras	818	715	31	20
Colusa	633	727	94	33
Contra Costa	2,123	2,133	88	101
Del Norte	59	78	2	1
El Dorado	641	503	25	31
Fresno	1,066	1,256	246	272
Humboldt	2,622	2,723	283	216
Inyo	142	155	10	11
Kern	240	248	22	46
Lake	269	255	44	42
Lassen	113	123	5	3
Los Angeles	6,583	5,664	1,660	1,405
Marin	1,620	1,592	51	74
Mariposa	336	322	9	22
Mendocino	1,100	1,061	82	115
Merced	354	456	89	62
Modoc	101	128	33	15
Mono	179	78	7	79
Monterey	1,615	1,763	99	89
Napa	1,550	1,598	78	100
Nevada	2,231	2,250	90	42
Orange		751		198
Placer	954	899	48	47
Plumas	334	320	54	64
Sacramento	2,793	3,168	85	163
San Benito	634	592	25	44
San Bernardino	820	920	455	451
San Diego	1,605	1,629	324	398
San Francisco	45,896	44,896	2,054	1,880
San Joaquin	2,025	1,988	148	208
San Luis Obispo	1,382	1,446	164	161
San Mateo	1,781	1,868	84	79
Santa Barbara	682	587	108	92
Santa Clara	4,478	4,436	516	592
Santa Cruz	1,418	1,643	80	120
Shasta	506	407	63	84
Sierra	472	390	20	49
Siskiyou	415	611	127	156
Solano	2,270	2,292	118	135
Sonoma	3,132	2,755	303	323
Stanislaus	590	635	65	63
Sutter	241	235	8	4
Tehama	338	323	27	41
Trinity	226	246	9	8
Tulare	648	623	73	75
Tuolumne	828	680	32	25
Ventura	450	409	92	99
Yolo	948	913	64	57
Yuba	646	698	11	10
Totals	116,381	116,351	9,378	9,569

TABLE No. 1—Continued.

COUNTIES.	Number of Births during the year.					
	1889.			1890.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Alameda	494	514	1,008	915	858	1,773
Alpine	4	4	8	3	3	6
Amador	106	100	206	102	114	216
Butte	127	151	278	135	126	261
Calaveras	64	86	150	88	81	169
Colusa	88	121	209	111	92	203
Contra Costa	145	129	274	123	153	256
Del Norte	21	8	29	20	28	48
El Dorado	46	51	97	52	51	103
Fresno	290	237	527	286	268	554
Humboldt	205	196	401	89	98	182
Inyo	19	23	42	24	22	46
Kern	50	48	98	68	62	130
Lake	60	49	109	22	30	52
Lassen	44	26	70	36	53	89
Los Angeles	1,106	1,122	2,227	1,066	1,071	2,127
Marin	57	101	158	69	76	145
Mariposa	27	33	60	25	26	51
Mendocino	153	191	344	169	167	336
Merced	67	73	140	84	84	168
Modoc	56	51	107	39	37	76
Mono	12	11	23	5	5	10
Monterey	179	215	394	191	205	396
Napa	110	116	226	127	122	249
Nevada	134	118	252	121	149	270
Orange				136	131	267
Placer	101	113	214	122	87	209
Plumas	38	51	89	28	28	56
Sacramento	168	153	321	245	231	476
San Benito	79	59	138	51	58	109
San Bernardino	188	163	351	234	219	453
San Diego	364	294	658	259	240	499
San Francisco	1,520	1,463	2,983	1,780	1,765	3,545
San Joaquin	198	207	405	254	233	487
San Luis Obispo	152	181	333	171	152	323
San Mateo	64	46	110	71	74	145
Santa Barbara	145	171	316	161	133	294
Santa Clara	308	290	598	218	211	429
Santa Cruz	158	158	316	176	169	345
Shasta	138	117	255	116	126	242
Sierra	28	43	71	34	54	88
Siskiyou	178	118	296	160	67	227
Solano	112	103	215	44	48	92
Sonoma	240	253	493	280	266	546
Stanislaus	65	68	133			
Sutter	33	41	74	56	56	112
Tehama	76	95	171	88	64	152
Trinity	22	24	46	30	25	55
Tulare	246	209	455	198	229	427
Tuolumne	55	48	103	45	29	74
Ventura	87	94	181	112	97	209
Yolo	92	101	193	89	102	191
Yuba	45	49	94	71	75	146
Totals	8,563	8,491	17,054	9,189	8,925	18,114

TABLE No. 2.

School Statistics—Attendance at School.

COUNTIES.	Number enrolled in Public Schools in 1889.			Number enrolled in Public Schools in 1890.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Alameda	8,196	7,968	16,182	9,299	8,498	17,797
Alpine	87	47	84	39	40	79
Amador	1,179	1,166	2,345	1,157	1,173	2,330
Butte	1,877	1,834	3,711	1,980	1,873	3,853
Calaveras	962	933	1,895	965	959	1,924
Colusa	1,425	1,369	2,794	1,486	1,386	2,872
Contra Costa	1,482	1,424	2,906	1,477	1,396	2,873
Del Norte	198	190	388	221	225	446
El Dorado	799	832	1,631	862	860	1,722
Fresno	2,735	2,571	5,306	3,044	2,966	6,010
Humboldt	2,580	2,436	5,016	2,635	2,445	5,080
Inyo	253	229	482	279	275	554
Kern	649	725	1,374	739	810	1,549
Lake	846	797	1,643	786	782	1,568
Lassen	460	476	936	466	464	930
Los Angeles	11,236	11,034	22,327	9,648	9,420	19,068
Marin	789	811	1,600	825	750	1,575
Mariposa	434	370	804	423	406	829
Mendocino	1,915	1,846	3,761	2,038	1,950	3,988
Merced	681	596	1,277	709	647	1,356
Modoc	658	626	1,282	599	577	1,176
Mono	142	140	282	133	132	265
Monterey	1,895	1,675	3,570	1,953	1,748	3,701
Napa	1,469	1,442	2,911	1,489	1,493	2,982
Nevada	1,810	1,746	3,556	1,694	1,610	3,304
Orange				1,768	1,685	3,451
Placer	1,233	1,216	2,499	1,307	1,219	2,526
Plumas	509	485	994	471	465	936
Sacramento	3,187	3,290	6,477	3,208	3,326	6,534
San Benito	798	784	1,582	803	803	1,606
San Bernardino	2,417	2,254	4,671	2,552	2,364	4,916
San Diego	3,506	3,480	6,986	3,431	3,477	6,908
San Francisco	22,515	20,111	42,626	22,781	20,145	42,926
San Joaquin	2,543	2,555	5,098	2,746	2,663	5,609
San Luis Obispo	1,910	1,645	3,555	2,031	1,814	3,845
San Mateo	920	896	1,815	975	889	1,864
Santa Barbara	1,824	1,781	3,605	1,848	1,800	3,648
Santa Clara	4,267	3,960	8,227	4,408	4,169	8,577
Santa Cruz	2,022	1,975	3,997	2,059	2,029	4,088
Shasta	1,599	1,519	3,118	1,642	1,586	3,228
Sierra	491	522	1,013	445	442	887
Siskiyou	1,103	1,046	2,149	1,172	1,117	2,289
Solano	1,957	1,637	3,594	1,994	1,687	3,681
Sonoma	3,610	3,317	6,927	3,499	3,341	6,840
Stanislaus	1,042	1,000	2,102	1,029	1,022	2,051
Sutter	676	637	1,313	626	627	1,253
Tehama	1,174	1,146	2,320	1,133	1,142	2,275
Trinity	240	296	536	244	291	535
Tulare	2,641	2,409	5,050	2,844	2,543	5,387
Tuolumne	590	618	1,198	663	666	1,329
Ventura	1,013	864	1,877	1,195	1,049	2,244
Yolo	1,432	1,367	2,799	1,427	1,398	2,820
Yuba	859	855	1,714	871	853	1,724
Totals	110,880	105,025	215,905	114,064	107,692	221,756

TABLE No. 2—Continued.

Attendance at School.

COUNTIES.	Average Number Belonging.		Average Daily Attendance.		Percentage of Attendance on Average Number Belonging.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda	12,176	12,795	11,481	11,964	.94	.94
Alpine	59	58	54	53	.91	.91
Amador	1,708	1,820	1,577	1,668	.92	.91
Butte	2,540	2,547	2,361	2,361	.93	.93
Calaveras	1,311	1,302	1,168	1,177	.89	.90
Colusa	2,201	2,049	1,885	1,875	.85	.91
Contra Costa	2,021	1,909	1,871	1,832	.92	.93
Del Norte	280	278	262	257	.93	.92
El Dorado	1,155	1,214	1,047	1,105	.91	.91
Fresno	3,404	3,911	3,128	3,607	.92	.92
Humboldt	3,381	3,528	3,116	3,278	.92	.92
Inyo	332	396	306	369	.92	.93
Kern	837	985	784	907	.94	.92
Lake	1,065	1,048	960	952	.90	.90
Lassen	569	557	524	505	.92	.90
Los Angeles	15,723	13,574	14,797	12,722	.94	.93
Marin	1,192	1,091	1,113	1,004	.93	.92
Mariposa	568	587	517	531	.90	.90
Mendocino	2,287	2,553	2,069	2,367	.90	.92
Merced	913	875	838	809	.92	.92
Modoc	792	755	728	694	.92	.92
Mono	227	185	212	167	.93	.90
Monterey	2,343	2,382	2,160	2,202	.92	.93
Napa	2,022	2,092	1,865	1,933	.92	.92
Nevada	2,783	2,634	2,589	2,424	.93	.92
Orange		2,554		2,275		.89
Placer	1,884	1,831	1,662	1,591	.88	.87
Plumas	807	697	751	646	.93	.93
Sacramento	4,755	5,176	4,377	4,662	.92	.90
San Benito	1,136	1,065	1,040	985	.91	.92
San Bernardino	3,222	3,507	2,980	3,261	.92	.93
San Diego	4,586	4,702	4,279	4,400	.93	.94
San Francisco	33,405	33,281	31,609	31,352	.95	.94
San Joaquin	3,606	3,815	3,348	3,520	.93	.92
San Luis Obispo	2,284	2,515	2,097	2,307	.92	.92
San Mateo	1,282	1,268	1,176	1,169	.92	.92
Santa Barbara	2,416	2,571	2,190	2,254	.91	.88
Santa Clara	5,813	6,122	5,523	5,785	.95	.94
Santa Cruz	2,739	2,768	2,567	2,607	.94	.94
Shasta	1,931	1,956	1,784	1,801	.92	.92
Sierra	701	645	652	595	.93	.92
Siskiyou	1,429	1,418	1,291	1,284	.90	.90
Solano	2,595	2,667	2,396	2,496	.92	.93
Sonoma	4,611	4,625	4,264	4,297	.92	.92
Stanislaus	1,502	1,454	1,374	1,336	.91	.92
Sutter	959	917	883	836	.92	.91
Tehama	1,525	1,547	1,428	1,424	.93	.92
Trinity	333	378	356	346	.93	.92
Tulare	3,411	3,643	3,177	3,383	.93	.93
Tuolumne	911	930	828	830	.91	.89
Ventura	1,330	1,510	1,219	1,339	.91	.89
Yolo	2,079	2,096	1,926	1,923	.92	.91
Yuba	1,263	1,247	1,164	1,122	.92	.90
Totals	154,459	158,070	143,733	146,559	.93	.92

TABLE No. 2—Continued.

Classification of Public School Pupils.

COUNTIES.	High School Grade.		Grammar School Course.		Grammar Grade.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda.....	664	742	114	108	4,392	5,452
Alpine.....					28	24
Amador.....			137	154	304	220
Butte.....			165	183	650	671
Calaveras.....					478	456
Colusa.....			78	188	243	236
Contra Costa.....			13	54	1,038	960
Del Norte.....					41	57
El Dorado.....					254	387
Fresno.....	8	101			497	841
Humboldt.....				375	1,030	875
Inyo.....					174	111
Kern.....	14				177	230
Lake.....					179	136
Lassen.....					209	178
Los Angeles.....	136	255	23	180	2,910	2,452
Marin.....	23	36	15	15	430	465
Mariposa.....					202	237
Mendocino.....				383	822	491
Merced.....					315	274
Modoc.....			2		268	272
Mono.....					105	73
Monterey.....	48	48			710	764
Napa.....			106	131	281	401
Nevada.....					1,754	1,552
Orange.....				30		712
Placer.....					439	510
Plumas.....					345	342
Sacramento.....	194	211			1,727	1,941
San Benito.....	22				401	401
San Bernardino.....					1,084	1,360
San Diego.....	94	106	5	77	875	951
San Francisco.....	1,023	1,254			14,059	14,370
San Joaquin.....	108	128	66	85	1,126	1,248
San Luis Obispo.....			129	176	222	306
San Mateo.....			65	58	545	483
Santa Barbara.....	28	28	22	146	467	335
Santa Clara.....	237	264	41	113	2,830	2,773
Santa Cruz.....	33	26	449	526	291	248
Shasta.....			15		764	760
Sierra.....					329	275
Siskiyou.....					392	372
Solano.....	67	68	139	88	884	928
Sonoma.....	137	184	77	80	1,569	1,515
Stanislaus.....	46	42	70	10	572	506
Sutter.....					421	469
Tehama.....			186	139	228	319
Trinity.....	23	18			90	95
Tulare.....			277	276	573	628
Tuolumne.....					403	508
Ventura.....				33	383	451
Yolo.....					719	1,091
Yuba.....	23	37			479	424
Totals.....	2,928	3,548	2,194	3,558	49,708	52,196

TABLE No. 2—Continued.

Classification of Public School Pupils.

COUNTIES.	Primary Grade.		Total Number of Pupils.	
	1889.	1890.	1889.	1890.
Alameda	11,012	11,495	16,182	17,797
Alpine	56	55	84	79
Amador	1,904	1,956	2,345	2,330
Butte	2,896	2,949	3,711	3,803
Calaveras	1,417	1,468	1,895	1,924
Colusa	2,473	2,498	2,794	2,872
Contra Costa	1,855	1,859	2,906	2,873
Del Norte	347	389	388	446
El Dorado	1,377	1,385	1,681	1,722
Fresno	4,801	5,008	5,306	6,010
Humboldt	3,986	3,830	5,016	5,080
Inyo	308	443	482	554
Kern	1,183	1,269	1,374	1,549
Lake	1,464	1,432	1,643	1,568
Lassen	727	752	936	930
Los Angeles	19,258	16,181	22,327	19,068
Marin	1,132	1,059	1,600	1,575
Mariposa	602	592	804	829
Mendocino	2,939	3,112	3,761	3,986
Merced	962	1,082	1,277	1,356
Modoc	1,012	904	1,282	1,176
Mono	177	192	282	265
Monterey	2,812	2,889	3,570	3,701
Napa	2,524	2,450	2,911	2,982
Nevada	1,802	1,752	3,556	3,304
Orange		2,709		3,451
Placer	2,060	2,016	2,499	2,526
Plumas	649	594	994	936
Sacramento	4,556	4,382	6,477	6,534
San Benito	1,159	1,205	1,582	1,606
San Bernardino	3,587	3,556	4,671	4,916
San Diego	6,012	5,774	6,988	6,908
San Francisco	27,544	27,302	42,626	42,926
San Joaquin	3,798	4,148	5,098	5,609
San Luis Obispo	3,204	3,363	3,555	3,845
San Mateo	1,205	1,323	1,815	1,864
Santa Barbara	3,088	3,139	3,605	3,648
Santa Clara	5,119	5,427	8,227	8,577
Santa Cruz	3,224	3,288	3,997	4,088
Shasta	2,339	2,468	3,118	3,228
Sierra	684	612	1,013	887
Siskiyou	1,757	1,917	2,149	2,239
Solano	2,504	2,597	3,594	3,681
Sonoma	5,144	5,061	6,927	6,840
Stanislaus	1,414	1,493	2,102	2,051
Sutter	892	784	1,313	1,253
Tehama	1,906	1,817	2,320	2,275
Trinity	423	422	536	535
Tulare	4,200	4,483	5,050	5,387
Tuolumne	795	821	1,198	1,329
Ventura	1,454	1,760	1,877	2,244
Yolo	2,080	1,729	2,799	2,820
Yuba	1,212	1,263	1,714	1,724
Totals	161,075	162,464	215,905	221,756

TABLE No. 2—Continued.

Classification of Public School Pupils.

COUNTIES.	High School Grade.		Grammar School Course.		Grammar Grade.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda.....	664	742	114	108	4,392	5,452
Alpine.....					28	24
Amador.....			137	154	304	220
Butte.....			165	183	660	671
Calaveras.....					478	456
Colusa.....			78	138	243	236
Contra Costa.....			13	54	1,088	960
Del Norte.....					41	57
El Dorado.....					254	387
Fresno.....	8	101			497	841
Humboldt.....				375	1,030	875
Inyo.....					174	111
Kern.....	14				177	280
Lake.....					179	136
Lassen.....					209	178
Los Angeles.....	136	255	23	180	2,910	2,452
Marin.....	23	36	15	15	430	465
Mariposa.....					202	237
Mendocino.....				383	822	491
Merced.....					315	274
Modoc.....			2		268	272
Mono.....					105	73
Monterey.....	48	48			710	764
Napa.....			106	131	281	401
Nevada.....					1,754	1,552
Orange.....				30		712
Placer.....					439	510
Plumas.....					345	342
Sacramento.....	194	211			1,727	1,941
San Benito.....	22				401	401
San Bernardino.....					1,084	1,360
San Diego.....	94	106	5	77	875	951
San Francisco.....	1,023	1,254			14,059	14,370
San Joaquin.....	108	128	68	85	1,128	1,248
San Luis Obispo.....			129	176	222	306
San Mateo.....			65	58	545	483
Santa Barbara.....	28	28	22	146	467	335
Santa Clara.....	237	264	41	113	2,890	2,773
Santa Cruz.....	33	26	449	526	291	248
Shasta.....			15		744	760
Sierra.....					329	275
Siskiyou.....					392	372
Solano.....	67	68	139	88	884	928
Sonoma.....	137	184	77	80	1,569	1,515
Stanislaus.....	46	42	70	10	572	506
Sutter.....					421	469
Tehama.....			186	139	228	319
Trinity.....	23	18			90	95
Tulare.....			277	276	573	628
Tuolumne.....					403	508
Ventura.....				33	383	451
Yolo.....					719	1,091
Yuba.....	23	37			479	424
Totals.....	2,923	3,548	2,194	3,558	49,708	52,186

TABLE No. 2—Continued.

Number of Schools.

COUNTIES.	Number of Primary Schools.		Total Number of Schools.		Number of New School Houses Erected.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda.....	168	177	301	300	2	4
Alpine.....	4	3	4	4	—	—
Amador.....	43	46	58	61	2	1
Butte.....	53	50	77	76	2	1
Calaveras.....	35	35	55	56	3	3
Colusa.....	65	61	85	86	1	—
Contra Costa.....	37	34	71	70	1	1
Del Norte.....	10	11	13	13	1	1
El Dorado.....	40	35	52	55	3	3
Fresno.....	117	114	144	162	20	17
Humboldt.....	89	90	119	123	6	4
Inyo.....	4	4	13	13	—	3
Kern.....	22	33	39	51	5	2
Lake.....	31	35	43	43	2	1
Lassen.....	21	24	33	34	5	4
Los Angeles.....	308	283	423	390	25	7
Marin.....	29	30	46	46	1	—
Mariposa.....	22	21	33	34	3	1
Mendocino.....	47	53	94	110	15	8
Merced.....	20	21	40	41	3	1
Modoc.....	27	28	33	33	2	2
Mono.....	8	8	10	10	—	—
Monterey.....	80	78	105	110	6	2
Napa.....	42	58	53	77	2	1
Nevada.....	34	35	82	81	—	—
Orange.....	—	35	—	70	—	3
Placer.....	36	34	70	69	3	—
Plumas.....	7	5	31	30	1	—
Sacramento.....	77	87	156	173	1	1
San Benito.....	43	42	50	51	1	2
San Bernardino.....	76	83	104	118	20	4
San Diego.....	146	156	183	202	18	38
San Francisco.....	48	48	71	72	3	—
San Joaquin.....	77	82	131	136	4	3
San Luis Obispo.....	88	63	105	92	4	8
San Mateo.....	23	21	50	53	—	3
Santa Barbara.....	57	59	81	86	6	4
Santa Clara.....	79	88	182	188	4	1
Santa Cruz.....	63	71	91	100	3	2
Shasta.....	52	51	96	100	5	8
Sierra.....	18	19	27	28	—	1
Siskiyou.....	40	36	64	62	2	—
Solano.....	25	63	53	93	1	1
Sonoma.....	98	105	186	200	4	4
Stanislaus.....	29	32	68	68	2	—
Sutter.....	29	27	43	42	4	—
Tehama.....	43	31	77	76	1	2
Trinity.....	17	17	18	18	—	—
Tulare.....	89	87	151	151	11	5
Tuolumne.....	22	23	35	36	—	—
Ventura.....	43	46	51	58	6	4
Yolo.....	47	44	73	74	—	1
Yuba.....	37	36	51	52	4	1
Totals.....	2,765	2,858	4,324	4,567	218	163

TABLE No. 2—Continued.

School Houses.

COUNTIES.	Number of School Houses built of Brick, Stone, or Adobe.		Number of School Houses built of Wood.		Total Number of School Houses.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda.....			75	79	75	79
Alpine.....			4	4	4	4
Amador.....	8	8	36	37	39	40
Butte.....	6	6	75	76	81	82
Calaveras.....	1	2	51	51	52	53
Colusa.....	5	4	61	63	66	67
Contra Costa.....	2	1	54	55	56	56
Del Norte.....			10	10	10	10
El Dorado.....			51	52	51	52
Fresno.....	4	3	103	119	107	122
Humboldt.....			96	100	96	100
Inyo.....			11	11	11	11
Kern.....	1	3	38	41	39	44
Lake.....	1	1	39	37	40	38
Lassen.....			31	32	31	32
Los Angeles.....	6	6	159	143	165	149
Marin.....			34	34	34	34
Mariposa.....			27	31	27	31
Mendocino.....	1		82	89	83	89
Merced.....	2	2	37	39	39	41
Modoc.....	1	1	30	32	31	33
Mono.....			9	8	9	8
Monterey.....	1	1	82	89	83	90
Napa.....			53	56	53	56
Nevada.....			54	54	54	54
Orange.....		1		32		33
Placer.....			54	52	54	52
Plumas.....	2	2	22	24	24	26
Sacramento.....	6	6	76	79	82	85
San Benito.....			43	43	43	43
San Bernardino.....	11	11	56	60	67	71
San Diego.....	7	6	83	116	90	122
San Francisco.....	6	6	61	61	67	67
San Joaquin.....		10	92	84	92	94
San Luis Obispo.....	2	2	85	93	87	95
San Mateo.....			29	30	29	30
Santa Barbara.....	4	4	53	52	57	56
Santa Clara.....			83	83	83	83
Santa Cruz.....			61	61	61	61
Shasta.....	5	5	82	83	87	88
Sierra.....			22	22	22	22
Siskiyou.....	4	6	60	54	64	60
Solano.....	2	2	58	58	60	60
Sonoma.....	1	1	138	138	139	139
Stanislaus.....	3	3	51	50	54	53
Sutter.....	2	2	35	35	37	37
Tehama.....	3	3	60	60	63	63
Trinity.....			16	16	16	16
Tulare.....	2	4	119	121	121	125
Tuolumne.....	4	3	29	28	33	31
Ventura.....	2	3	36	36	38	39
Yolo.....	1	1	51	54	52	55
Yuba.....	1	1	38	39	39	40
Totals.....	102	115	2,895	3,006	2,997	3,121

TABLE No. 2—Continued.
Number and Condition of School Districts.

COUNTIES.	Number of School Districts.		Number of New Districts Organized.		Districts Having Suitable Accommodations for all who may wish to Attend School.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda	53	54	1	1	43	47
Alpine	4	4			3	3
Amador	41	42	1	1	41	38
Butte	77	75	2	1	76	73
Calaveras	48	49	1	1	46	45
Colusa	67	69	2	2	62	66
Contra Costa	50	48	2		49	46
Del Norte	8	8			7	5
El Dorado	55	55	2	1	52	51
Fresno	107	114	7	5	87	105
Humboldt	80	80	5		74	74
Inyo	12	12			8	11
Kern	39	44	5	2	39	36
Lake	42	43	2	1	33	37
Lassen	31	32	2	2	25	31
Los Angeles	132	103	14	3	109	80
Marin	34	34		1	31	27
Mariposa	31	31	1	3	23	27
Mendocino	83	89	10	6	67	75
Merced	41	41	2	3	38	38
Modoc	33	33	2		28	33
Mono	9	9	1		9	9
Monterey	84	85	7	4	74	75
Napa	52	52	3		38	51
Nevada	47	47			47	47
Orange		33		2		27
Placer	54	52	2		53	49
Plumas	27	26			21	20
Sacramento	70	69	1	1	68	64
San Benito	44	43	2	2	38	42
San Bernardino	62	65	1	4	61	61
San Diego	101	119	23		84	97
San Francisco	12	12			12	12
San Joaquin	82	82	2	1	77	82
San Luis Obispo	89	90	3	3	65	77
San Mateo	31	31	1		27	27
Santa Barbara	51	53	4	2	46	50
Santa Clara	74	74	1		72	74
Santa Cruz	53	53	3	1	47	51
Shasta	87	90	2	3	70	69
Sierra	23	24		1	21	23
Siskiyou	61	62	4	4	22	62
Solano	55	55			53	51
Sonoma	133	133	4	1	125	128
Stanislaus	53	52	1	2	51	49
Sutter	37	37			34	37
Tehama	62	61			60	58
Trinity	16	16			16	16
Tulare	118	120	6	4	102	110
Tuolumne	29	30		1	28	28
Ventura	37	43	3	6	35	43
Yolo	51	54	1	3	49	52
Yuba	39	39	3		39	35
Totals	2,811	2,871	139	76	2,285	2,624

TABLE No. 2—Continued.

Districts.

COUNTIES.	Districts not having suitable accommoda- tions for all pupils who may wish to At- tend School.		Districts whose Schools are provided with Water-closets.		Districts whose Schools are not pro- vided with Water- closets.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda.....	9	7	52	54		
Alpine.....	1	1	4	3		1
Amador.....		2	41	40		
Butte.....	1	2	76	71	1	4
Calaveras.....	2	4	43	49	5	
Colusa.....	5	3	48	62	19	7
Contra Costa.....		2	49	48	1	
Del Norte.....	1	3	8	8		
El Dorado.....		4	52	55		
Fresno.....	20	9	96	102	11	12
Humboldt.....	6	6	67	66	13	14
Inyo.....	4	1	12	12		
Kern.....		8	38	37		7
Lake.....	7	4	18	29	22	12
Lassen.....	4		26	30	3	1
Los Angeles.....	21	22	115	85	15	17
Marin.....	3	6	34	32		1
Mariposa.....	7	4	24	24	6	7
Mendocino.....	10	8	64	60	12	23
Merced.....	2	3	40	41		
Modoc.....	5		31	33	2	
Mono.....			9	9		
Monterey.....	10	10	72	84	12	1
Napa.....	14	1	51	52	1	
Nevada.....			47	47		
Orange.....		5		32		
Placer.....	1	3	54	52		
Plumas.....	6	6	27	26		
Sacramento.....	2	5	64	67	6	2
San Benito.....	4	1	41	43	1	
San Bernardino.....	1		56	60	6	1
San Diego.....	17	23	81	112	20	7
San Francisco.....			12	12		
San Joaquin.....			76	82	1	
San Luis Obispo.....	21	13	73	80	13	10
San Mateo.....	4	4	31	31		
Santa Barbara.....	5	3	51	53		
Santa Clara.....	2		74	74		
Santa Cruz.....	3	2	50	53		
Shasta.....	15	19	62	72	23	16
Sierra.....	2	1	23	24		
Siskiyou.....	38		22	62	38	
Solano.....		2	53	52		1
Sonoma.....	1	4	101	99	30	33
Stanislaus.....	2	2	50	43	3	8
Sutter.....	3		37	36		1
Tehama.....	2	3	60	57	2	4
Trinity.....			14	12	2	4
Tulare.....	10	6	112	116		
Tuolumne.....	1	2	29	29		1
Ventura.....			34	43	1	
Yolo.....	2		51	52		
Yuba.....		4	39	30		9
Totals.....	274	218	2,494	2,637	269	204

TABLE No. 2—Continued.

Districts.

COUNTIES.	Number of Districts whose Schools have Sufficient Grounds.		Number of Districts whose Schools have not Sufficient Grounds.		Number of Districts whose Grounds are Suitably Im- proved.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda.....	52	49	-----	5	31	40
Alpine.....	4	4	-----	-----	-----	-----
Amador.....	41	34	-----	6	4	14
Butte.....	76	72	1	3	76	70
Calaveras.....	43	45	5	4	10	10
Colusa.....	54	66	13	3	31	26
Contra Costa.....	48	46	1	2	33	33
Del Norte.....	8	8	-----	-----	4	-----
El Dorado.....	47	49	5	6	24	22
Fresno.....	102	113	5	1	28	12
Humboldt.....	72	71	8	9	59	67
Inyo.....	9	6	3	6	3	1
Kern.....	39	44	-----	-----	7	4
Lake.....	35	38	5	3	17	14
Lassen.....	28	31	1	-----	12	6
Los Angeles.....	120	91	10	11	51	57
Marin.....	26	24	8	9	23	12
Mariposa.....	30	30	-----	1	2	5
Mendocino.....	59	71	18	12	33	30
Merced.....	39	38	1	3	12	21
Modoc.....	33	32	-----	1	-----	-----
Mono.....	8	9	1	-----	-----	2
Monterey.....	81	79	3	6	14	3
Napa.....	47	51	5	1	21	28
Nevada.....	47	46	-----	1	47	46
Orange.....	-----	30	-----	2	-----	20
Placer.....	51	50	3	2	46	45
Plumas.....	24	26	3	-----	8	4
Sacramento.....	69	69	1	-----	53	53
San Benito.....	41	43	1	-----	4	1
San Bernardino.....	55	59	7	2	40	39
San Diego.....	89	107	12	12	27	92
San Francisco.....	12	12	-----	-----	12	12
San Joaquin.....	77	81	-----	1	70	77
San Luis Obispo.....	81	88	5	2	31	38
San Mateo.....	24	26	7	5	22	19
Santa Barbara.....	45	49	6	4	5	1
Santa Clara.....	67	74	-----	-----	67	34
Santa Cruz.....	47	52	3	1	36	38
Shasta.....	82	84	3	4	9	15
Sierra.....	23	24	-----	-----	1	1
Siskiyou.....	7	40	41	22	-----	1
Solano.....	48	53	5	-----	19	44
Sonoma.....	108	131	23	1	83	93
Stanislaus.....	52	4	1	47	4	7
Sutter.....	35	36	2	1	25	29
Tehama.....	62	61	-----	-----	29	24
Trinity.....	16	15	-----	1	16	13
Tulare.....	109	116	3	-----	1	114
Tuolumne.....	28	29	1	1	2	4
Ventura.....	35	43	-----	-----	7	28
Yolo.....	49	52	2	-----	-----	8
Yuba.....	39	38	-----	1	39	24
Totals.....	2,523	2,639	222	202	1,309	1,401

TABLE No. 2—Continued.

Districts.

COUNTIES.	Number of School Districts whose Grounds are not Suitably Improved.		Number of Districts whose School Houses are Well Ventilated.		Number of Districts whose School Houses are not Well Ventilated.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda	21	14	52	54		
Alpine	4	4	4	4		
Amador	37	26	41	40		
Butte	1	5	77	75		
Calaveras	38	39	48	49		
Colusa	36	43	67	69		
Contra Costa	16	15	49	48		
Del Norte	4	8	8	8		
El Dorado	28	33	52	55		
Fresno	79	102	88	98	19	16
Humboldt	21	13	79	80	1	
Inyo	9	11	11	12	1	
Kern	32	40	36	44	3	
Lake	23	27	40	41		
Lassen	17	25	29	31		
Los Angeles	79	45	130	101		1
Marin	11	21	34	33		
Mariposa	28	26	30	31		
Mendocino	44	53	77	83		
Merced	28	20	40	41		
Modoc	33	33	33	33		
Mono	9	7	9	9		
Monterey	70	82	81	85	3	
Napa	31	24	51	52	1	
Nevada		1	47	47		
Orange		12		32		
Placer	8	7	54	52		
Plumas	19	22	25	26	2	
Sacramento	17	16	69	68	1	1
San Benito	38	42	42	43		
San Bernardino	22	22	62	61		
San Diego	74	27	31	85	71	44
San Francisco			12	12		
San Joaquin	7	5	77	82		
San Luis Obispo	55	52	81	89	5	1
San Mateo	9	12	31	31		
Santa Barbara	46	52	51	53		
Santa Clara	7	40	74	74		
Santa Cruz	14	15	50	53		
Shasta	76	73	84	87	1	1
Sierra	22	23	5	7	18	17
Siskiyou	60	61	60	62		
Solano	34	9	52	53	1	
Sonoma	48	39	126	132	5	
Stanislaus	49	44	53	51		
Sutter	12	8	37	37		
Tehama	33	37	41	40	21	21
Trinity		3	16	16		
Tulare	111	2	112	116		
Tuolumne	27	26	29	29		1
Ventura	28	15	35	43		
Yolo	51	44	51	52		
Yuba		15	39	38		1
Totals	1,455	1,440	2,611	2,747	153	104

TABLE No. 2—Continued.

Districts.

COUNTIES.	Districts whose Schools are supplied with good Furniture.		Districts whose Schools are supplied with passable Furniture.		Districts whose Schools are supplied with poor Furniture.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda.....	38	52	14	1	-----	1
Alpine.....	1	2	2	-----	1	-----
Amador.....	38	29	-----	6	3	5
Butte.....	74	68	-----	4	3	3
Calaveras.....	13	17	16	20	19	12
Colusa.....	49	56	6	6	12	7
Contra Costa.....	48	44	-----	1	1	3
Del Norte.....	7	1	-----	6	1	1
El Dorado.....	24	34	14	19	14	2
Fresno.....	76	93	13	13	18	8
Humboldt.....	62	66	10	4	8	10
Inyo.....	3	6	8	4	1	2
Kern.....	28	29	2	2	9	13
Lake.....	26	31	2	-----	12	10
Lassen.....	14	10	8	13	7	8
Los Angeles.....	101	73	22	15	7	14
Marin.....	32	26	1	7	1	-----
Mariposa.....	12	18	17	13	1	-----
Mendocino.....	19	44	24	23	33	17
Merced.....	26	34	11	4	3	3
Modoc.....	17	16	5	8	11	9
Mono.....	8	9	-----	-----	1	-----
Monterey.....	73	59	-----	8	10	18
Napa.....	32	20	8	26	12	6
Nevada.....	33	43	11	2	3	2
Orange.....	-----	20	-----	10	-----	2
Placer.....	46	49	4	1	4	2
Plumas.....	9	15	12	4	6	7
Sacramento.....	56	59	-----	-----	14	10
San Benito.....	39	42	1	-----	2	1
San Bernardino.....	55	46	5	13	2	2
San Diego.....	71	72	12	33	20	14
San Francisco.....	12	12	-----	-----	-----	-----
San Joaquin.....	77	80	-----	2	-----	-----
San Luis Obispo.....	57	65	3	6	26	19
San Mateo.....	27	24	2	6	2	1
Santa Barbara.....	50	43	-----	9	1	1
Santa Clara.....	76	73	4	-----	-----	1
Santa Cruz.....	48	51	2	2	-----	-----
Shasta.....	15	37	43	24	27	27
Sierra.....	18	18	5	6	-----	-----
Siskiyou.....	4	7	34	28	12	27
Solano.....	46	33	4	18	3	2
Sonoma.....	110	122	7	7	14	3
Stanislaus.....	49	40	-----	5	4	6
Sutter.....	35	37	2	-----	-----	-----
Tehama.....	38	35	20	19	4	7
Trinity.....	14	13	2	1	-----	2
Tulare.....	81	83	12	26	19	7
Tuolumne.....	19	27	6	-----	4	2
Ventura.....	33	35	1	-----	1	8
Yolo.....	50	52	1	-----	-----	-----
Yuba.....	32	34	3	-----	4	5
Totals.....	2,021	2,104	379	432	360	810

TABLE No. 2—Continued.

Districts.

COUNTIES.	Districts whose Schools are well sup- plied with Apparatus.		Districts whose Schools are passably supplied with Apparatus.		Districts whose Schools are poorly supplied with Apparatus.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda.....	36	43	16	10	-----	1
Alpine.....	1	2	2	1	1	1
Amador.....	34	28	3	9	4	3
Butte.....	71	68	4	4	1	3
Calaveras.....	6	6	23	28	19	15
Colusa.....	34	29	17	21	16	19
Contra Costa.....	46	48	-----	-----	3	-----
Del Norte.....	1	-----	2	4	5	4
El Dorado.....	9	17	29	32	14	6
Fresno.....	37	39	53	65	17	10
Humboldt.....	58	61	15	10	12	9
Inyo.....	3	8	6	1	3	3
Kern.....	24	26	3	2	12	16
Lake.....	9	29	7	4	14	8
Lassen.....	5	6	12	16	12	9
Los Angeles.....	57	53	56	39	17	10
Marin.....	18	23	15	10	1	-----
Mariposa.....	7	13	21	18	2	-----
Mendocino.....	27	50	25	23	24	16
Merced.....	8	27	18	8	14	6
Modoc.....	6	6	24	12	3	15
Mono.....	8	9	-----	-----	1	-----
Monterey.....	55	27	1	11	28	47
Napa.....	24	20	18	26	10	6
Nevada.....	33	44	11	-----	3	3
Orange.....	-----	10	-----	17	-----	5
Placer.....	25	30	22	18	7	4
Plumas.....	13	4	7	17	7	5
Sacramento.....	64	60	-----	-----	6	9
San Benito.....	39	43	1	-----	2	-----
San Bernardino.....	55	45	5	14	2	2
San Diego.....	21	17	37	64	43	38
San Francisco.....	-----	-----	12	12	-----	-----
San Joaquin.....	66	78	11	4	-----	-----
San Luis Obispo.....	52	52	5	17	29	21
San Mateo.....	20	23	7	4	4	4
Santa Barbara.....	-----	-----	47	52	4	1
Santa Clara.....	67	62	5	12	2	-----
Santa Cruz.....	41	49	9	4	-----	-----
Shasta.....	2	30	69	44	14	14
Sierra.....	7	8	15	14	1	2
Siskiyou.....	6	12	21	25	33	25
Solano.....	32	16	18	35	3	2
Sonoma.....	98	103	11	24	22	5
Stanislaus.....	48	29	-----	15	5	7
Sutter.....	30	26	5	10	2	1
Tehama.....	18	20	33	34	13	7
Trinity.....	9	8	5	8	2	-----
Tulare.....	73	39	28	72	11	5
Tuolumne.....	19	25	8	3	2	1
Ventura.....	35	38	-----	-----	-----	5
Yolo.....	-----	-----	51	52	-----	-----
Yuba.....	23	32	8	-----	6	7
Totals.....	1,473	1,541	821	925	456	380

TABLE No. 2—Continued.

Length of School Terms.

COUNTIES.	Districts maintain- ing School less than six months.		Districts maintain- ing School six months, but less than eight.		Districts maintain- ing School eight months or more.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda.....		1		2	51	51
Alpine.....			2	3	2	1
Amador.....		1	13	12	28	29
Butte.....			12	12	67	63
Calaveras.....			9	10	39	39
Colusa.....			4	11	63	58
Contra Costa.....			1	3	48	45
Del Norte.....			3	2	5	6
El Dorado.....			38	43	14	12
Fresno.....			33	37	74	77
Humboldt.....	1		29	23	50	57
Inyo.....		1	6	5	6	6
Kern.....			11	12	28	32
Lake.....		1	6	15	24	26
Lassen.....		2	8	19	22	11
Los Angeles.....	9	2	13	5	110	96
Marin.....			1	3	33	30
Mariposa.....			23	28	7	3
Mendocino.....		1	13	10	71	72
Merced.....			15	11	25	30
Modoc.....	2	1	23	29	8	3
Mono.....	1		2	1	6	8
Monterey.....	1	1	5	6	78	78
Napa.....	1		2	1	48	51
Nevada.....			6	9	41	38
Orange.....		3		1		29
Placer.....			17	12	37	40
Plumas.....			24	26	3	
Sacramento.....			10	12	60	57
San Benito.....	1	2	4	1	37	40
San Bernardino.....	1	3	3	5	57	57
San Diego.....	4	9	8	13	90	97
San Francisco.....					12	12
San Joaquin.....		3	4	8	78	71
San Luis Obispo.....			21	20	65	66
San Mateo.....			4	3	27	28
Santa Barbara.....		1	6	5	45	47
Santa Clara.....	1		4	2	69	72
Santa Cruz.....			4	5	46	48
Shasta.....			35	39	30	49
Sierra.....		2	17	14	6	8
Siskiyou.....	2	1	17	34	41	28
Solano.....			11	17	79	46
Sonoma.....	2	1	8	7	121	125
Stanislaus.....	1		9	12	43	39
Sutter.....		2	19	15	18	20
Tehama.....			19	29	43	32
Trinity.....		1	10	8	6	7
Tulare.....		2	77	88	36	30
Tuolumne.....		2	4	8	25	20
Ventura.....		7	3	3	31	33
Yolo.....		1	4	9	47	42
Yuba.....	3	2	12	15	24	22
Totals.....	30	53	632	723	2,119	2,090

TABLE No. 2—Continued.

COUNTIES.	LENGTH OF SCHOOL TERMS.		VISITS.	
	Average number of Months of all the Schools in the County		Number of School Visits made by County Superintendents.	
	1889.	1890.	1889.	1890.
Alameda.....	9.85	9.40	292	356
Alpine.....	7.81	7.37	9	10
Amador.....	8.00	8.09	64	58
Butte.....	8.00	8.01	116	110
Calaveras.....	8.22	8.01	56	61
Colusa.....	8.07	7.87	84	22
Contra Costa.....	8.41	8.30	94	115
Del Norte.....	8.00	8.28	20	17
El Dorado.....	7.23	7.13	60	64
Fresno.....	7.66	7.66	150	142
Humboldt.....	8.15	7.98	128	125
Inyo.....	7.43	7.41	12	16
Kern.....	8.40	7.70	45	62
Lake.....	7.89	7.75	46	54
Lassen.....	7.70	7.06	32	26
Los Angeles.....	8.59	8.80	295	307
Marin.....	8.39	8.40	87	87
Mariposa.....	7.04	6.33	30	26
Mendocino.....	8.23	7.94	93	94
Merced.....	7.71	7.86	45	44
Modoc.....	6.84	6.30	41	39
Mono.....	8.14	8.00	14	11
Monterey.....	8.20	8.11	139	153
Napa.....	8.37	8.50	64	75
Nevada.....	8.44	8.08	130	120
Orange.....		8.11		74
Placer.....	7.65	8.27	79	91
Plumas.....	7.10	6.46	31	33
Sacramento.....	8.70	8.10	74	74
San Benito.....	8.07	8.00	57	65
San Bernardino.....	8.33	8.50	108	137
San Diego.....	8.20	8.00	48	86
San Francisco.....	10.00	10.00	1,359	1,125
San Joaquin.....	8.38	8.12	90	126
San Luis Obispo.....	7.94	7.94	70	69
San Mateo.....	9.25	9.00	60	70
Santa Barbara.....	8.50	8.30	141	148
Santa Clara.....	8.60	8.78	215	250
Santa Cruz.....	8.66	8.68	96	100
Shasta.....	7.50	7.33	143	132
Sierra.....	7.05	6.98	27	27
Siskiyou.....	7.00	7.30	61	63
Solano.....	8.04	8.00	95	103
Sonoma.....	8.27	8.31	202	208
Stanislaus.....	7.92	8.00	92	89
Sutter.....	7.53	7.33	45	38
Tehama.....	7.70	7.59	88	88
Trinity.....	7.40	7.09	69	71
Tulare.....	7.20	6.86	201	202
Tuolumne.....	8.03	7.68	35	39
Ventura.....	8.00	7.13	119	93
Yolo.....	8.21	7.77	97	121
Yuba.....	7.80	7.70	106	46
Totals.....	8.02	7.88	5,964	5,964

TABLE No. 2—Continued.

COUNTIES.	VISITS.				TEACHERS.	
	Number of School Visits made by School Trustees.		Number of School Visits made by other persons.		Number of Male Teachers.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda	2,179	3,097	8,485	8,801	44	47
Alpine	9	7	81	20		
Amador	200	205	1,162	1,630	17	18
Butte	390	431	2,683	2,897	26	26
Calaveras	126	193	1,572	2,047	11	14
Colusa	196	188	1,736	1,595	39	36
Contra Costa	198	166	1,091	1,297	15	13
Del Norte	36	41	227	284	7	5
El Dorado	215	195	1,437	1,128	14	20
Fresno	498	485	2,501	2,961	46	50
Humboldt	320	367	1,930	2,698	55	47
Inyo	46	38	160	263	11	7
Kern	102	157	736	1,081	16	16
Lake	129	148	914	1,073	15	7
Lassen	58	77	627	736	12	13
Los Angeles	1,547	1,196	11,079	8,937	98	76
Marin	135	151	841	913	9	10
Mariposa	112	102	731	747	10	12
Mendocino	228	252	1,561	1,811	28	34
Merced	92	135	861	1,040	15	14
Modoc	73	91	792	784	18	15
Mono	73	48	294	213	3	3
Monterey	449	455	2,655	2,536	19	17
Napa	175	188	1,261	2,058	15	17
Nevada	338	284	2,755	1,834	27	24
Orange		298		3,275		27
Placer	193	148	1,584	2,498	17	18
Plumas	57	106	597	852	12	10
Sacramento	219	242	1,500	1,911	18	16
San Benito	162	158	813	897	16	14
San Bernardino	347	447	2,331	2,835	26	28
San Diego	622	484	3,562	4,768	37	36
San Francisco	846	356	22,795	25,052	57	65
San Joaquin	189	446	2,101	3,123	34	33
San Luis Obispo	359	375	1,489	1,779	21	22
San Mateo	182	218	822	964	9	10
Santa Barbara	316	172	2,768	784	22	21
Santa Clara	593	896	3,711	5,435	29	29
Santa Cruz	256	267	2,225	2,397	11	13
Shasta	363	395	3,268	2,789	32	31
Sierra	75	60	808	791	14	11
Siskiyou	243	149	1,469	1,468	29	37
Solano	284	381	1,192	1,726	20	18
Sonoma	671	634	4,338	5,287	27	31
Stanislaus	214	176	1,074	1,319	18	18
Sutter	111	115	923	1,092	20	18
Tehama	187	213	1,428	1,866	10	10
Trinity	55	56	367	453	4	4
Tulare	457	491	3,531	3,955	48	50
Tuolumne	106	107	913	818	4	4
Ventura	73	111	534	857	12	14
Yolo	99	119	1,110	1,042	16	17
Yuba	87	111	856	968	18	16
Totals	15,925	16,428	116,281	130,385	1,151	1,162

TABLE No. 2—Continued.

Teachers.

COUNTIES.	Number of Female Teachers.		Total Number of Teachers.		Number of Teachers Who are Graduates of the California State Normal School.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda.....	281	268	305	315	38	48
Alpine.....	4	4	4	4	1	1
Amador.....	54	53	71	71	12	14
Butte.....	79	78	105	104	8	5
Calaveras.....	44	41	55	55	6	5
Colusa.....	45	50	84	86	4	5
Contra Costa.....	56	57	71	70	33	28
Del Norte.....	8	8	15	13	3	4
El Dorado.....	42	40	56	60	12	12
Fresno.....	98	112	144	162	29	35
Humboldt.....	78	76	133	123	21	17
Inyo.....	2	6	13	13	2	5
Kern.....	28	35	44	51	1	5
Lake.....	42	43	57	50	3	8
Lassen.....	20	20	32	33	3	2
Los Angeles.....	332	315	430	391	144	127
Marin.....	37	37	46	47	8	12
Mariposa.....	27	22	37	34	2	2
Mendocino.....	66	69	94	103	6	7
Merced.....	30	32	45	46	8	7
Modoc.....	20	23	38	38	3	2
Mono.....	7	7	10	10	3	2
Monterey.....	86	93	105	110	31	36
Napa.....	58	59	73	76	11	11
Nevada.....	55	57	82	81	10	9
Orange.....		43		70		27
Placer.....	53	51	70	69	21	31
Plumas.....	19	20	31	30	4	2
Sacramento.....	143	157	161	173	16	24
San Benito.....	34	37	50	51	8	11
San Bernardino.....	96	90	112	118	12	16
San Diego.....	144	163	181	199	32	38
San Francisco.....	781	794	838	859	69	65
San Joaquin.....	95	101	129	134	8	8
San Luis Obispo.....	84	90	105	112	18	33
San Mateo.....	41	41	50	51	7	6
Santa Barbara.....	59	61	81	82	9	9
Santa Clara.....	148	159	177	188	113	124
Santa Cruz.....	77	84	88	97	18	19
Shasta.....	64	69	96	100	3	5
Sierra.....	13	17	27	28	1	8
Siskiyou.....	33	31	62	68	6	10
Solano.....	72	75	92	93	20	30
Sonoma.....	160	163	187	194	14	21
Stanislaus.....	50	50	68	68	10	9
Sutter.....	23	24	43	42	7	8
Tehama.....	67	66	77	76	5	4
Trinity.....	14	14	18	18	2	3
Tulare.....	88	97	136	147	12	21
Tuolumne.....	31	32	35	36	3	2
Ventura.....	56	43	68	57	14	20
Yolo.....	57	59	73	76	1	
Yuba.....	33	36	51	52	5	3
Totals.....	4,104	4,272	5,255	5,434	840	966

TABLE No. 2—Continued.

Teachers.

COUNTIES.	Number of Teachers who are Graduates of any other State Normal School.		Number of Teachers holding Life Diplomas.		Number of Teachers holding State Edu- cational Diplomas.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda.....	30	38	112	105	35	48
Alpine.....					1	1
Amador.....	10	10	15	19	13	15
Butte.....	4	4	27	28	42	44
Calaveras.....		1	13	12	7	5
Colusa.....	6	3	22	13	11	8
Contra Costa.....	1	4	10	16	2	4
Del Norte.....			3	3	2	
El Dorado.....	2	1	11	10	6	9
Fresno.....	9	15	21	28	15	24
Humboldt.....	8	11	33	35	12	14
Inyo.....			5	5	5	2
Kern.....	5		16	19	2	5
Lake.....	1	1	11	11	5	6
Lassen.....			9	4	3	9
Los Angeles.....	78	71	64	63	41	39
Marin.....	4	8	10	10	16	20
Mariposa.....			6	7	10	14
Mendocino.....	9	9	22	21	10	8
Merced.....	1		8	10	7	8
Modoc.....			10	11	5	8
Mono.....	1	2	2	2	3	4
Monterey.....	2	2	13	13	8	19
Napa.....	4	2	13	9	7	12
Nevada.....			20	24	21	22
Orange.....		20		18		3
Placer.....	3	3	16	12	14	11
Plumas.....	5	3	16	17	9	11
Sacramento.....		3	30	35	25	37
San Benito.....	1	1	7	7	9	9
San Bernardino.....	10	9	17	14	11	14
San Diego.....	34	35	27	31	19	16
San Francisco.....	17	20	333	333	170	169
San Joaquin.....	3	5	23	27	37	40
San Luis Obispo.....	2	5	12	12	7	12
San Mateo.....	2	1	8	7	11	6
Santa Barbara.....	11	8	18	22	13	12
Santa Clara.....	6	6	23	20	40	51
Santa Cruz.....	3	2	16	17	14	15
Shasta.....	7	5	20	22	9	11
Sierra.....			6	5	1	2
Siskiyou.....	4	2	6	15	3	4
Solano.....	3	6	35	30	20	15
Sonoma.....	10	10	35	27	29	34
Stanislaus.....		4	20	16	10	12
Sutter.....	1	2	10	9	3	5
Tehama.....	5	6	10	8	18	19
Trinity.....			2	2	4	4
Tulare.....	13	11	35	44	22	29
Tuolumne.....			8	6	5	2
Ventura.....	3	3	6	5	5	
Yolo.....			11	13	11	8
Yuba.....	2	2	9	12	16	17
Totals.....	321	354	1,253	1,264	824	911

TABLE No. 2—Continued.

Certificates.

COUNTIES.	Number of High and Grammar School Course Certificates.		Number of Grammar Grade Certificates.		Number of Primary Grade Certificates.	
	1889.	1890.	1889.	1890.	1889.	1890.
Alameda	15	45	238	237	52	50
Alpine		1	2	2	2	2
Amador	11	12	27	36	36	24
Butte	3	4	87	88	15	21
Calaveras			31	40	14	15
Colusa	8	13	46	42	30	33
Contra Costa	1	2	7	52	17	16
Del Norte			9	8	6	5
El Dorado	1	1	35	37	21	18
Fresno	4	7	101	111	43	56
Humboldt	4	10	86	75	47	48
Inyo		1	11	12	2	1
Kern			10	39	10	12
Lake	4	4	40	50	13	9
Lassen			21	24	11	9
Los Angeles	27	24	319	299	87	65
Marin	3	6	32	33	14	14
Mariposa	2	2	27	22	10	9
Mendocino		9	59	27	35	26
Merced			34	32	11	14
Modoc			11	10	9	7
Mono			8	7	1	3
Monterey	5	6	15	6	31	41
Napa	2	1	45	56	28	19
Nevada		8	68	66	14	15
Orange		6		53		11
Placer			6	4	10	8
Plumas	1	2	29	25	1	3
Sacramento		2	158	168	3	5
San Benito	3		26	31	21	20
San Bernardino			54	67	58	51
San Diego	7	6	103	83	72	73
San Francisco	36	50	612	638	179	149
San Joaquin	8	10	109	103	15	20
San Luis Obispo	8	10	11	6	47	62
San Mateo	6	6	36	37	8	8
Santa Barbara	18	11	41	47	31	28
Santa Clara	8	7	152	167	17	14
Santa Cruz	11	25	41	51	36	21
Shasta	1	7	30	73	26	27
Sierra		2	19	20	8	8
Siskiyou			25	20	18	17
Solano	10	8	60	73	32	12
Sonoma	16	22	109	116	62	56
Stanislaus	10	34	10	33	8	9
Sutter			29	30	14	12
Tehama	2	2	67	64	8	10
Trinity			9	13	9	5
Tulare	5	9	97	126	34	21
Tuolumne			13	20	22	6
Ventura		2	35	13	33	21
Yolo	3	4	49	52	24	24
Yuba			41	44	10	8
Totals	243	381	2,340	3,583	1,363	1,241

TABLE No. 2—Continued.

Teachers.

COUNTIES.	Number of Teachers who attended County Institutes.		Number of Teachers who subscribe for some Educational Journal.	
	1889.	1890.	1889.	1890.
Alameda	290	315	224	220
Alpine	*	*	1	4
Amador	61	67	12	15
Butte	103	98	85	90
Calaveras	48	46	39	39
Colusa	81	85	36	68
Contra Costa	60	70	50	52
Del Norte	*	*	7	10
El Dorado	41	54	27	23
Fresno	138	140	96	111
Humboldt	108	104	89	114
Inyo	*	*	10	13
Kern	39	40	40	36
Lake	46	45	†	37
Lassen	29	*	23	26
Los Angeles	410	390	367	353
Marin	46	47	40	44
Mariposa	25	23	12	20
Mendocino	71	103	33	99
Merced	44	46	35	33
Modoc	36	30	38	38
Mono	*	*	7	7
Monterey	102	109	85	90
Napa	65	71	60	41
Nevada	82	81	40	42
Orange		69		64
Placer	66	67	59	62
Plumas	27	34	21	23
Sacramento	135	167	30	12
San Benito	44	51	24	35
San Bernardino	110	115	62	72
San Diego	172	150	123	65
San Francisco	838	859	552	585
San Joaquin	110	121	120	100
San Luis Obispo	100	109	35	45
San Mateo	48	50	39	40
Santa Barbara	76	86	43	61
Santa Clara	172	187	128	158
Santa Cruz	87	*	73	80
Shasta	88	93	50	75
Sierra	*	*	20	26
Siskiyou	48	52	50	25
Solano	92	93	80	80
Sonoma	182	188	133	144
Stanislaus	66	67	40	14
Sutter	36	41	17	29
Tehama	77	76	49	54
Trinity	*	*	18	10
Tulare	134	150	78	140
Tuolumne	33	33	35	36
Ventura	26	49	28	47
Yolo	73	75	47	50
Yuba	46	49	26	37
Totals	4,811	4,995	3,441	3,794

*None held.

†No report.

TABLE No. 2—Continued.

Teachers' Certificates.

COUNTIES.	Number of Certificates Granted to Male Teachers.		Number of Certificates Granted to Female Teachers.		Number of Certificates Renewed.		Number of Applicants for Certificates Rejected.	
	1889.	1890.	1889.	1890.	1889.	1890.	1889.	1890.
Alameda	19	22	61	70	36	73	62	35
Alpine				3				
Amador	5	10	20	33		2	19	11
Butte	8	8	26	36	18	10	29	21
Calaveras	10	7	25	20	14	2	14	19
Colusa	8	10	13	14	5	23	26	16
Contra Costa	7	3	11	11	9	22		12
Del Norte	2	1	2	4	2	4	1	
El Dorado	8	8	21	18	3	2	12	6
Fresno	16	18	16	35			26	30
Humboldt	12	22	15	51	22	27	42	19
Inyo	1		1	5	2			1
Kern	6	2	5	10	5	4	9	11
Lake	6	4	21	50			17	8
Lassen	4	4	10	8		7	2	10
Los Angeles	59	49	184	104	58	138	131	79
Marin	4	6	21	21	3	12	8	7
Mariposa	16	2	9	13	2	2	1	2
Mendocino	11	13	22	29	33	30	32	1
Merced	7	3	14	8	15	9	12	11
Modoc	2	4		9			8	12
Mono	1			3	3	1		
Monterey	13	11	75	47	4	22	13	11
Napa	7	4	18	19	30	35	21	11
Nevada	5	5	21	29	14	12	22	13
Orange		4		10		3		32
Placer	3	2	8	7			8	4
Plumas	2	2	9	7	3	3	7	8
Sacramento	2	1	24	44	13	33	52	34
San Benito	2	1	9	19	12	7	15	9
San Bernardino	13	21	27	18	31	37	25	18
San Diego	10	19	44	52		14	59	54
San Francisco	20	22	135	173	86	215	185	42
San Joaquin	14	32	32	75	4	26	17	30
San Luis Obispo	10	11	33	41	6	25	26	38
San Mateo		1	13	12	17	23	4	3
Santa Barbara	13	7	30	17	21	25	10	12
Santa Clara	4	10	14	9	17	75	28	27
Santa Cruz	3	4	65	67	4	9	22	14
Shasta	17	9	18	41	9	20	25	25
Sierra	1		5	4	8	1	1	2
Siskiyou	3	7	10	3			20	20
Solano	13	13	35	50	9	21	16	14
Sonoma	17	21	66	64	44	64	51	38
Stanislaus	12	20	19	37	3	8	21	13
Sutter	11	6	18	14		5	12	10
Tehama	4	10	30	33			23	18
Trinity	1	5	8	8	5	1	4	1
Tulare	19	9	47	11	4	33	40	36
Tuolumne			9	9		10	5	8
Ventura	4	3	13	16	7	2	8	8
Yolo	9	2	19	17	10		16	29
Yuba	10	10	28	22	1	9		
Totals	454	468	1,379	1,530	592	1,106	1,205	893

TABLE No. 2—Continued.

Trustees Appointed.

COUNTIES.	Number of Trustees Appointed by County Superintendents.	
	1889.	1890.
Alameda.....	19	9
Alpine.....	3	3
Amador.....	27	19
Butte.....	38	37
Calaveras.....	21	36
Colusa.....	17	4
Contra Costa.....	24	20
Del Norte.....	3	3
El Dorado.....	8	6
Fresno.....	75	60
Humboldt.....	33	43
Inyo.....	6	7
Kern.....	21	11
Lake.....	23	27
Lassen.....	12	19
Los Angeles.....	124	103
Marin.....	34	42
Mariposa.....	15	18
Mendocino.....	18	15
Merced.....	80	73
Modoc.....	12	12
Mono.....	—	1
Monterey.....	50	70
Napa.....	37	61
Nevada.....	30	20
Orange.....	—	14
Placer.....	16	12
Plumas.....	18	21
Sacramento.....	6	5
San Benito.....	26	33
San Bernardino.....	56	22
San Diego.....	98	117
San Francisco.....	—	—
San Joaquin.....	11	9
San Luis Obispo.....	68	59
San Mateo.....	18	13
Santa Barbara.....	16	24
Santa Clara.....	41	44
Santa Cruz.....	21	25
Shasta.....	23	41
Sierra.....	8	12
Siskiyou.....	20	24
Solano.....	27	30
Sonoma.....	84	86
Stanislaus.....	20	11
Sutter.....	24	28
Tehama.....	10	10
Trinity.....	7	6
Tulare.....	160	137
Tuolumne.....	5	7
Ventura.....	17	21
Yolo.....	15	—
Yuba.....	25	20
Totals.....	1,560	1,550

TABLE No. 2—Continued.

Salaries.

COUNTIES.	Average Monthly Wages Paid to Male Teachers.		Average Monthly Wages Paid to Female Teachers.	
	1889.	1890.	1889.	1890.
Alameda.....	\$104 43	\$104 00	\$71 78	\$72 00
Alpine.....			60 00	60 25
Amador.....	70 00	75 00	58 00	58 00
Butte.....	82 30	81 50	65 40	67 00
Calaveras.....	76 00	73 42	56 50	57 86
Colusa.....	83 10	85 90	69 80	69 75
Contra Costa.....	84 00	86 00	68 00	74 00
Del Norte.....	59 28	68 00	60 00	58 57
El Dorado.....	68 00	66 00	59 00	55 40
Fresno.....	76 00	81 00	67 00	62 00
Humboldt.....	75 00	77 13	65 68	67 87
Inyo.....	80 00	82 50	85 00	75 55
Kern.....	82 68	77 50	69 12	74 00
Lake.....	68 66	74 00	58 50	59 25
Lassen.....	69 00	72 00	65 00	66 00
Los Angeles.....	88 55	92 17	75 38	80 64
Marin.....	89 44	87 50	63 37	64 30
Mariposa.....	71 00	71 66	68 00	68 18
Mendocino.....	68 92	76 94	61 28	59 78
Merced.....	73 00	70 00	68 00	69 00
Modoc.....	73 00	72 00	73 00	72 00
Mono.....	95 00	90 00	80 00	80 00
Monterey.....	71 84	76 32	61 25	62 23
Napa.....	71 07	76 16	57 00	59 50
Nevada.....	75 00	74 60	62 80	64 64
Orange.....		83 24		68 83
Placer.....	78 72	79 50	63 94	65 10
Plumas.....	80 00	78 00	60 80	65 00
Sacramento.....	91 00	105 00	67 00	65 00
San Benito.....	72 81	74 30	64 25	61 25
San Bernardino.....	83 00	92 00	66 75	70 00
San Diego.....	75 00	76 00	68 40	64 50
San Francisco.....	129 21	129 36	76 34	77 41
San Joaquin.....	85 00	90 00	70 00	70 00
San Luis Obispo.....	75 00	75 00	62 42	63 00
San Mateo.....	89 00	81 00	59 00	57 00
Santa Barbara.....	76 50	75 00	60 00	61 00
Santa Clara.....	92 50	89 00	64 47	69 65
Santa Cruz.....	95 45	88 88	56 88	56 96
Shasta.....	66 50	71 54	63 66	64 69
Sierra.....	82 14	85 00	66 54	65 00
Siskiyou.....	75 00	62 50	65 00	75 00
Solano.....	84 50	85 80	60 17	65 25
Sonoma.....	82 04	75 48	55 32	56 23
Stanislaus.....	67 00	81 50	67 00	65 00
Sutter.....	76 80	77 55	62 91	66 36
Tehama.....	85 20	85 00	67 00	68 65
Trinity.....	78 75	81 75	68 00	69 50
Tulare.....	81 50	82 55	70 00	72 55
Tuolumne.....	80 00	72 50	62 50	74 00
Ventura.....	80 75	75 00	64 25	63 00
Yolo.....	78 00	80 00	66 00	66 00
Yuba.....	71 40	73 00	61 40	65 00
Totals.....	\$78 23	\$80 70	\$65 13	\$66 20

TABLE No. 2—Continued.

Salaries.

COUNTIES.	Salary of County Superintendents.	
	1889.	1890.
Alameda.....	\$2,400 00	\$2,400 00
Alpine.....	100 00	100 00
Amador.....	600 00	600 00
Butte.....	1,800 00	1,800 00
Calaveras.....	500 00	500 00
Colusa.....	1,800 00	1,800 00
Contra Costa.....	1,800 00	1,800 00
Del Norte.....	400 00	400 00
El Dorado.....	1,500 00	1,500 00
Fresno.....	2,000 00	2,000 00
Humboldt.....	1,500 00	1,500 00
Inyo.....	400 00	400 00
Kern.....	1,200 00	1,200 00
Lake.....	800 00	800 00
Lassen.....	600 00	600 00
Los Angeles.....	2,000 00	2,000 00
Marin.....	1,650 00	1,650 00
Mariposa.....	650 00	650 00
Mendocino.....	1,500 00	1,500 00
Merced.....	1,200 00	1,200 00
Modoc.....	700 00	700 00
Mono.....	400 00	400 00
Monterey.....	1,650 00	1,650 00
Napa.....	800 00	800 00
Nevada.....	2,000 00	2,000 00
Orange.....	1,800 00	1,800 00
Placer.....	1,400 00	1,400 00
Plumas.....	600 00	600 00
Sacramento.....	1,800 00	1,800 00
San Benito.....	750 00	750 00
San Bernardino.....	1,200 00	1,200 00
San Diego.....	1,200 00	1,200 00
San Francisco.....	4,000 00	4,000 00
San Joaquin.....	2,000 00	2,000 00
San Luis Obispo.....	1,000 00	1,000 00
San Mateo.....	600 00	600 00
Santa Barbara.....	1,500 00	1,500 00
Santa Clara.....	2,000 00	2,000 00
Santa Cruz.....	800 00	800 00
Shasta.....	1,740 00	1,740 00
Sierra.....	625 00	625 00
Siskiyou.....	1,000 00	1,000 00
Solano.....	1,500 00	1,500 00
Sonoma.....	2,000 00	2,000 00
Stanislaus.....	1,200 00	1,200 00
Sutter.....	800 00	800 00
Tehama.....	2,000 00	2,000 00
Trinity.....	700 00	700 00
Tulare.....	2,000 00	2,000 00
Tuolumne.....	500 00	500 00
Ventura.....	800 00	800 00
Yolo.....	1,500 00	1,500 00
Yuba.....	1,000 00	1,000 00
Totals.....	\$66,265 00	\$68,065 00

TABLE No. 2—Continued.

COUNTIES.	Assessed Valuation of Taxable Property.	Rate of Tax per \$100.	Amount Received from Tax.
	1889.	1889.	1889.
Alameda	\$66,889,510 00	13 cents.	\$87,020 89
Alpine	275,869 00	50 cents.	1,332 64
Amador	4,422,487 00	23 cents.	10,101 41
Butte	19,333,701 00	19 cents.	36,756 16
Calaveras	4,224,060 00	34 cents.	13,788 61
Colusa	23,756,231 00	14.6 cents.	36,041 59
Contra Costa	14,871,203 00	15 cents.	22,644 18
Del Norte	1,871,560 00	18 cents.	3,574 40
El Dorado	3,708,044 00	32 cents.	11,774 00
Fresno	31,397,408 00	15 cents.	47,096 11
Humboldt	17,759,386 00	17.7 cents.	31,479 00
Inyo	1,518,677 00	27.6 cents.	4,024 78
Kern	11,100,000 00	23 cents.	23,218 53
Lake	3,683,031 00	28 cents.	10,225 46
Lassen	2,500,000 00	50 cents.	11,718 69
Los Angeles	102,259,506 00	12.6 cents.	119,959 00
Marin	10,981,946 00	12 cents.	13,250 73
Mariposa	1,879,980 00	20.56 cents.	8,971 26
Mendocino	11,289,904 00	23.6 cents.	25,406 96
Merced	14,917,870 00	13.5 cents.	19,788 06
Modoc	2,997,285 00	41 cents.	10,297 36
Mono	867,741 00	40 cents.	4,634 78
Monterey	13,931,330 00	23 cents.	34,828 37
Napa	14,437,325 00	16 cents.	23,013 66
Nevada	5,676,145 00	35.6 cents.	27,265 50
Orange			
Placer	10,098,294 00	20 cents.	19,994 78
Plumas	2,189,000 00	37 cents.	8,098 30
Sacramento	32,798,615 00	8 cents.	26,416 44
San Benito	6,023,800 00	26 cents.	15,479 12
San Bernardino	26,500,680 00	18 cents.	43,844 44
San Diego	41,521,608 00	21 cents.	79,902 93
San Francisco	273,389,616 00	8.6 cents.	349,913 19
San Joaquin	38,692,149 00	13 cents.	50,190 67
San Luis Obispo	14,000,000 00	18 cents.	25,181 10
San Mateo	13,358,000 00	16 cents.	21,717 70
Santa Barbara	19,650,065 00	13.6 cents.	27,515 15
Santa Clara	51,636,903 00	9 cents.	46,744 07
Santa Cruz	10,704,389 00	20.6 cents.	21,798 49
Shasta	6,529,246 00	50 cents.	31,330 72
Sierra	1,703,624 00	43 cents.	7,457 71
Siskiyou	1,639,968 00	32 cents.	21,468 42
Solano	13,617,680 00	17 cents.	30,000 00
Sonoma	30,126,588 00	12 cents.	36,151 90
Stanislaus	14,913,628 00	15 cents.	21,925 65
Sutter	9,832,456 00	15 cents.	15,275 49
Tehama	10,834,665 00	23 cents.	27,206 41
Trinity	1,142,979 00	40 cents.	4,578 80
Tulare	23,134,665 00	16 cents.	38,590 82
Tuolumne	2,500,000 00	33 cents.	7,650 00
Ventura	8,550,382 00	13 cents.	11,496 38
Yolo	19,300,000 00	11 cents.	21,296 85
Yuba	6,649,115 00	16 cents.	11,179 78
Totals	\$1,082,648,262 00		\$1,660,508 22

TABLE No. 2—Continued.

COUNTIES.	Assessed Valuation of Taxable Property.	Rate of Tax per \$100.	Amount Received from Tax.
	1890.	1890.	1890.
Alameda	\$69,865,401 00	11.50 cents.	\$80,587 60
Alpine	282,835 00	50 cents.	1,130 50
Amador	4,281,969 00	27 cents.	11,400 00
Butte	20,730,252 00	17 cents.	35,327 35
Calaveras	4,219,800 00	28 cents.	12,130 63
Colusa	23,642,737 00	13.8 cents.	33,311 70
Contra Costa	14,968,849 00	19 cents.	29,204 64
Del Norte	1,921,256 00	20 cents.	3,869 07
El Dorado	3,879,887 00	27 cents.	10,665 64
Fresno	34,626,100 00	15 cents.	51,939 27
Humboldt	18,445,272 00	16 cents.	29,282 00
Inyo	1,549,723 00	18.8 cents.	3,526 92
Kern	11,832,665 00	18 cents.	20,957 00
Lake	3,973,069 00	24 cents.	9,754 11
Lassen	2,537,385 00	40 cents.	9,914 16
Los Angeles	85,640,086 00	16 cents.	180,405 00
Marin	11,108,657 00	12.50 cents.	13,825 85
Mariposa	1,849,641 00	37.50 cents.	6,768 34
Mendocino	11,944,265 00	23.6 cents.	25,360 61
Merced	14,159,887 00	13.5 cents.	19,362 15
Modoc	2,992,901 00	28 cents.	8,069 01
Mono	941,010 00	30 cents.	2,835 14
Monterey	15,369,313 00	21 cents.	29,504 44
Napa	14,000,653 00	16 cents.	23,690 64
Nevada	5,600,800 00	35.6 cents.	28,621 60
Orange	9,049,095 00	20 cents.	18,098 19
Placer	10,118,060 00	22.8 cents.	25,420 50
Plumas	2,309,440 00	35 cents.	7,678 40
Sacramento	34,200,780 00	10 cents.	34,200 78
San Benito	6,155,405 00	27 cents.	17,047 82
San Bernardino	20,166,233 00	16 cents.	36,279 89
San Diego	31,560,820 00	23 cents.	69,330 48
San Francisco	308,041,440 00	12.93 cents.	398,768 10
San Joaquin	37,019,675 00	13 cents.	50,017 77
San Luis Obispo	14,576,647 00	21 cents.	33,898 21
San Mateo	13,636,840 00	13 cents.	18,496 57
Santa Barbara	15,420,314 00	16.8 cents.	26,921 60
Santa Clara	51,879,099 00	9 cents.	45,138 80
Santa Cruz	10,496,955 00	18.8 cents.	21,019 89
Shasta	6,598,003 00	40 cents.	26,875 72
Sierra	1,635,389 00	38 cents.	6,187 14
Siskiyou	6,950,000 00	30 cents.	20,828 74
Solano	18,989,267 00	16 cents.	35,347 45
Sonoma	31,222,671 00	12 cents.	36,795 21
Stanislaus	15,522,192 00	14 cents.	22,688 23
Sutter	9,905,649 00	15 cents.	15,336 47
Tehama	11,037,890 00	20 cents.	23,614 17
Trinity	1,153,344 00	38 cents.	4,770 00
Tulare	23,126,035 00	10 cents.	27,368 48
Tuolumne	2,716,465 00	33 cents.	8,280 10
Ventura	8,051,659 00	13.8 cents.	11,366 41
Yolo	19,706,408 00	11 cents.	22,943 20
Yuba	7,046,316 00	15 cents.	10,519 80
Totals	\$1,104,658,004 00	-----	\$1,707,166 89

TABLE No. 3.
Statement of Financial Statistics, showing the Receipts from all Sources of Revenue for the School Year ending June 30, 1889.

COUNTIES.	Balance on hand at beginning of School Year.	Cash Received from State Apportionment.	Cash Received from County Taxes.	Cash Received from City and District Taxes.	Cash Received from Miscellaneous Sources.	Total Receipts.
Alameda.....	\$53,587 10	\$198,420 55	\$86,159 80	\$113,881 73	\$28,978 85	\$478,028 03
Alpine.....	303 72	806 51	1,246 23	.....	.....	2,355 52
Anador.....	12,242 09	28,538 64	9,885 60	.....	1,671 53	62,337 76
Butte.....	12,298 02	39,149 60	38,842 60	567 19	20 60	90,877 81
Calaveras.....	6,304 14	21,980 19	12,961 90	1,620 75	58 36	41,806 33
Colusa.....	7,154 54	30,503 54	36,819 00	2,224 00	181 82	75,833 40
Contra Costa.....	9,678 06	30,890 00	22,565 00	6,572 71	115 00	68,820 77
Del Norte.....	1,986 59	4,754 53	4,100 40	386 37	.....	11,187 89
El Dorado.....	1,328 82	20,815 98	10,615 47	.....	.....	32,259 77
Fresno.....	10,068 98	57,345 88	46,887 11	98,378 04	368 85	208,088 86
Humboldt.....	8,295 22	62,249 20	31,479 00	4,670 01	37,084 50	183,727 93
Inyo.....	645 85	5,587 92	3,798 83	225 95	.....	10,258 05
Kern.....	8,097 03	15,211 30	21,168 00	2,764 62	25 00	47,265 95
Lake.....	2,208 78	16,698 24	10,259 19	805 69	.....	24,771 90
Lassen.....	1,633 41	9,215 99	11,716 69	3,200 00	508 89	26,274 98
Los Angeles.....	184,638 42	249,694 76	119,977 10	21,884 34	224,014 00	750,093 62
Marin.....	18,112 87	21,458 12	13,087 83	7,469 25	186 50	60,314 07
Mariposa.....	312 15	9,219 60	9,256 72	2,073 42	.....	20,861 89
Mendocino.....	21,678 21	39,520 82	24,356 30	15,859 99	.....	101,415 32
Merced.....	4,114 24	14,704 56	19,788 06	4,984 87	110 90	43,682 83
Modoc.....	720 82	13,469 75	10,287 38	212 00	.....	24,700 03
Mono.....	762 62	2,976 48	4,614 78	.....	900 00	8,653 88
Monterey.....	16,388 68	39,753 08	31,308 00	6,288 46	970 00	96,688 07
Napa.....	12,110 85	33,383 80	22,739 72	16,950 45	265 00	85,449 82
Nevada.....	10,292 65	44,014 00	27,265 50	.....	.....	81,572 15
Orange.....	13,983 07	27,417 97	19,879 35	4,458 40	25	65,749 04
Placer.....	46 80	9,731 91	8,088 30	1,600 00	.....	19,367 01
Plumas.....	38,095 99	71,389 97	27,841 23	46,152 60	3 00	177,482 79
Sacramento.....	2,920 10	18,242 64	14,905 00	1,161 70	217 15	36,846 59
San Benito.....	88,382 88	55,064 88	45,844 44	72,413 82	170 00	254,876 82
San Bernardino.....	38,894 40	75,588 28	72,786 82	170,573 85	1,628 46	354,444 31
San Diego.....	8,309 85	558,494 51	.....	349,913 19	5,148 80	916,865 95
San Francisco.....	48,542 80	51,050 50	44,088 00	39,563 11	1,068 19	187,168 41
San Joaquin.....	10,555 17	38,564 40	29,942 55	4,741 53	.....	78,869 84
San Luis Obispo.....	.....	.....	.....	.....	.....	.....

San Mateo	16,124 91	24,108 00	22,180 00	998 35	22,062 77	63,388 66
Santa Barbara	16,611 74	38,862 72	27,037 00	47,218 76	1,194 38	104,664 23
Santa Clara	38,431 10	104,921 60	45,997 00	14,044 52	10 00	237,762 84
Santa Cruz	13,600 90	40,419 85	31,536 85	8 40	8 40	89,612 12
Shasta	6,270 24	30,522 96	31,330 72	4,417 24	473 46	72,549 56
Sierra	3,610 94	10,324 08	7,434 73			21,843 24
Siskiyou	3,279 33	22,955 80	21,906 97			43,142 10
Solano	20,418 64	42,662 96	30,078 94	3,865 13	100 00	96,523 67
Sonoma	32,704 98	79,110 20	35,578 40	18,235 38	478 75	166,107 66
Stanislaus	4,083 38	22,464 00	21,325 65	7,964 27	11 70	56,349 00
Sutter	3,868 64	12,459 80	15,183 92	5,245 81	298 25	36,556 42
Tehama	16,824 61	25,030 64	26,782 05	4,378 25	32 75	73,048 30
Trinity	875 61	7,041 10	4,578 80		17 20	12,612 71
Tulare	8,626 65	54,250 56	38,590 82	24,313 61	418 72	126,200 36
Tuolumne	2,981 30	14,815 80	7,650 00		207 39	25,654 49
Ventura	30,043 70	21,285 74	11,526 74	20,538 39		83,394 57
Yolo	6,253 92	30,316 79	22,146 85	1,750 72	6,500 00	68,968 28
Yuba	3,766 16	20,710 70	11,208 79	6,552 07	227 50	42,465 22
Totals	\$810,918 82	\$2,507,488 35	\$1,289,074. 10	\$1,153,180 54	\$337,006 91	\$6,097,668 72

TABLE No. 3—Continued.
Statement of Financial Statistics, showing the Receipts from all sources for the School Year ending June 30, 1890.

COUNTIES.	Balance on hand at beginning of School Year.	Cash Received from State Apportionment.	Cash Received from County Taxes.	Cash Received from City and District Taxes.	Cash Received from Miscel- laneous Sources.	Total Receipts.
Alameda.....	\$117,400 46	\$210,051 10	\$82,985 78	\$90,592 89	\$21,516 92	\$522,527 15
Alpine.....	178 25	842 02	1,322 29	10 00	10 00	2,352 56
Amador.....	8,368 82	27,704 90	10,578 80	535 82	535 82	47,208 94
Butte.....	22,145 92	40,577 00	35,804 78	4,231 08	94 00	102,852 78
Calaveras.....	7,266 26	23,194 39	12,172 60	112 29	112 29	42,745 54
Colusa.....	13,376 23	31,440 15	33,311 70	4,175 88	234 00	82,537 96
Contra Costa.....	14,144 85	32,393 00	28,714 00	19,438 50	107 00	94,772 35
Del Norte.....	3,237 49	4,810 18	3,769 95	885 78	-----	12,533 38
El Dorado.....	3,452 97	19,360 05	10,437 24	4,010 00	-----	37,320 26
Fresno.....	22,307 97	61,191 62	50,869 11	39,675 31	121 14	174,294 55
Humboldt.....	45,891 87	56,239 95	23,232 00	26,983 26	59 89	153,457 07
Inyo.....	859 77	5,815 95	3,526 92	4,704 33	50 00	22,511 64
Kern.....	19,300 37	16,880 00	22,817 00	2,436 82	-----	63,701 70
Lake.....	3,331 98	16,085 59	9,754 11	2,436 82	13 00	33,621 50
Lassen.....	2,380 44	9,646 45	9,914 16	2,968 10	-----	24,966 16
Los Angeles.....	33,763 50	221,013 44	133,787 47	4,254 63	28,411 11	476,986 52
Marin.....	13,319 07	24,822 41	13,792 56	4,254 63	188 25	56,856 92
Mariposa.....	492 75	9,237 09	6,769 86	997 80	-----	17,497 60
Mendocino.....	22,745 85	40,853 35	27,042 76	2,200 04	-----	92,847 00
Merced.....	9,081 21	16,442 35	19,362 15	1,036 24	77 75	44,980 70
Modoc.....	1,076 58	13,622 69	7,959 01	86 30	1,745 53	24,489 01
Mono.....	657 64	2,833 65	2,817 14	-----	2,228 07	8,596 50
Monterey.....	20,776 40	39,725 55	35,468 00	9,003 85	686 51	106,657 31
Napa.....	27,069 70	33,895 80	23,690 64	428 70	86,535 07	86,734 65
Nevada.....	16,804 30	41,242 85	28,621 60	1,460 23	55 90	85,250 24
Orange.....	19,361 35	39,852 00	16,710 40	8,706 85	619 64	85,250 24
Placer.....	9,210 17	28,826 76	26,313 26	-----	736 45	63,586 63
Plumas.....	230 87	9,587 60	7,612 73	41,996 73	141 00	197,976 46
Sacramento.....	51,518 23	70,908 35	33,542 45	810 01	310 70	42,131 21
San Benito.....	4,840 10	19,071 35	16,566 00	33,073 14	843 75	168,988 62
San Bernardino.....	42,365 57	57,204 50	36,007 47	67,154 23	307 94	309,367 56
San Diego.....	96,421 01	79,461 45	67,660 30	398,766 10	280 52	983,804 64
San Francisco.....	222 22	578,696 77	-----	22,365 29	5,619 55	204,986 04
San Joaquin.....	62,306 75	64,262 00	51,678 00	12,566 49	3,874 00	93,822 10
San Luis Obispo.....	5,533 36	42,382 25	33,300 00	-----	10 00	-----

San Mateo	23,508 75	24,013 00	18,717 10	8,886 50	1,020 00	75,683 35
Santa Barbara	23,768 78	42,840 00	27,791 45	805 43	20,903 30	116,108 98
Santa Clara	65,876 97	113,492 00	48,013 00	25,650 54	1,188 95	254,021 46
Santa Cruz	29,123 71	45,689 55	20,842 01	8,553 33	695 50	104,904 10
Shasta	14,508 93	30,948 80	26,875 72	7,282 87	364 13	79,989 95
Sierra	4,121 12	10,151 65	6,148 52	799 06	468 25	21,886 90
Shasta	6,664 90	26,501 60	20,828 74	6,442 90	121 71	62,986 14
Solano	24,513 18	43,348 45	35,847 45	23,182 16	983 80	109,773 69
Sonoma	37,870 83	81,720 95	87,144 42	14,828 34	242 50	180,802 26
Stanislaus	8,118 04	22,900 80	22,472 59	1,468 79	11 00	68,562 27
Sutter	8,798 99	12,682 42	15,582 28	11,917 50	778 25	33,541 48
Tehama	10,180 74	26,514 82	23,027 70	19,190 72	171 00	72,429 11
Trinity	1,683 81	7,221 44	4,770 00	8,068 00	1,260 48	13,846 25
Tulare	24,987 22	57,901 65	27,368 48	13,464 20	60 00	130,708 55
Tuolumne	4,020 60	15,200 99	11,283 45	6,511 58	12 15	27,349 59
Ventura	17,008 09	24,035 68	22,943 20	6,584 17	461 67	65,791 42
Yolo	12,745 02	32,525 49	22,943 20			74,737 44
Yuba	6,780 86	21,076 85	10,519 80			46,573 84
Totals	\$1,089,514 30	\$2,627,470 59	\$1,320,904 25	\$972,431 50	\$98,092 22	\$6,118,412 86

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

TABLE No. 3—Continued.
Statement of Financial Statistics, showing the Receipts from all sources for the School Year ending June 30, 1890.

COUNTIES.	Balance on hand at beginning of School Year.	Cash Received from State Apportionment.	Cash Received from County Taxes.	Cash Received from City and District Taxes.	Cash Received from Miscellaneous Sources.	Total Receipts.
Alameda.....	\$117,400 46	\$210,051 10	\$82,985 78	\$90,592 89	\$21,516 92	\$522,527 15
Alpine.....	178 25	842 02	1,922 29	10 00	10 00	2,352 56
Amador.....	8,398 82	27,704 90	10,578 80	535 82	535 82	47,208 34
Butte.....	22,145 92	40,577 00	35,804 78	4,281 08	94 00	102,852 78
Calaveras.....	7,286 26	23,194 89	12,172 60	112 29	112 29	42,745 54
Colusa.....	13,376 23	31,440 15	33,811 70	4,175 88	234 00	82,537 96
Contra Costa.....	14,144 85	32,398 00	28,714 00	19,438 50	107 00	94,772 35
Del Norte.....	3,237 49	4,610 13	3,799 95	885 76	---	12,533 38
El Dorado.....	3,452 97	19,360 05	10,497 24	4,010 00	---	37,320 26
Fresno.....	22,307 87	61,191 62	50,939 11	39,675 31	121 14	174,294 55
Humboldt.....	45,891 87	56,239 95	29,282 00	26,983 23	59 89	158,467 07
Inyo.....	859 77	6,815 95	3,526 92	12,259 00	50 00	22,511 64
Kern.....	19,300 87	16,890 00	22,817 00	4,704 33	---	63,701 70
Lake.....	3,331 98	18,086 59	9,754 11	2,438 82	13 00	33,621 50
Lassen.....	2,390 44	9,646 45	9,914 16	2,988 10	22 00	24,956 15
Los Angeles.....	96,783 50	221,013 44	133,787 47	4,254 63	28,411 11	476,895 52
Marin.....	13,319 07	24,322 41	13,792 56	937 80	168 25	55,856 92
Mariposa.....	492 75	9,237 09	6,769 96	2,200 04	---	17,497 60
Mendocino.....	22,745 85	40,858 35	27,042 78	2,036 24	---	92,947 00
Merced.....	9,081 21	15,442 35	19,352 15	1,036 24	77 75	44,990 70
Modoc.....	1,075 58	15,622 59	7,959 01	86 30	1,745 53	24,499 01
Mono.....	657 64	2,858 65	2,817 14	---	2,228 07	8,598 50
Monterey.....	20,775 40	39,725 55	35,466 00	9,008 85	686 61	106,667 31
Napa.....	27,099 70	33,885 80	23,660 64	1,460 23	428 70	86,535 07
Nevada.....	16,904 30	41,242 85	28,621 60	---	55 90	86,724 65
Orange.....	19,361 35	39,852 00	16,710 40	---	619 64	85,250 24
Placer.....	9,210 17	28,326 75	25,313 26	8,706 85	798 45	63,586 63
Plumas.....	230 87	9,587 60	7,612 73	---	141 00	17,572 20
Sacramento.....	51,518 22	70,608 35	33,542 45	41,586 73	310 70	197,976 45
San Benito.....	4,840 10	19,071 35	16,566 00	810 01	843 75	42,131 21
San Bernardino.....	42,365 57	57,204 50	36,007 47	33,073 14	307 94	168,958 62
San Diego.....	95,421 01	79,461 45	67,060 30	67,154 28	280 52	309,957 56
San Francisco.....	222 22	578,698 77	---	398,768 10	5,619 55	983,804 64
San Joaquin.....	62,306 75	64,262 00	51,678 00	22,865 29	3,874 00	204,896 04
San Luis Obispo.....	5,533 86	42,382 25	38,300 00	12,566 49	10 00	98,822 10

San Mateo	23,506 75	24,013 00	18,717 10	8,398 50	1,020 00	75,663 35
Santa Barbara	23,768 78	42,840 00	27,791 45	806 43	20,903 30	116,108 98
Santa Clara	65,676 97	113,492 00	48,013 00	25,650 54	1,188 95	254,021 46
Santa Cruz	29,123 71	45,689 55	20,842 01	8,553 33	695 50	104,904 10
Shasta	14,608 63	30,943 80	26,875 72	7,282 37	364 13	79,869 35
Sierra	4,121 12	10,151 65	6,148 52	789 06	466 25	21,686 60
Siskiyou	6,664 90	25,501 50	20,828 74			52,995 14
Solano	24,513 18	43,348 45	35,347 45	6,442 90	121 71	109,773 69
Sonoma	37,870 93	81,720 95	37,144 42	23,132 16	933 80	180,302 26
Stanislaus	8,118 04	22,900 80	22,472 59	14,828 34	242 50	68,662 27
Sutter	3,796 99	12,682 32	16,652 28	1,468 79	11 00	33,541 43
Tehama	10,190 74	26,514 92	23,027 70	11,917 50	778 25	72,429 11
Trinity	1,683 81	7,221 44	4,770 00		171 00	13,846 25
Tulare	24,987 22	57,901 65	27,368 48	19,190 72	1,260 48	130,708 55
Tuolumne	4,020 60	15,200 99	8,068 00		60 00	27,349 59
Ventura	17,008 09	24,035 98	11,283 45	13,464 20		65,791 42
Yolo	12,745 02	32,525 49	22,943 20	6,511 53	12 15	74,737 44
Yuba	6,790 85	21,076 95	10,519 80	6,584 17	461 67	46,873 34
Totals	\$1,039,514 30	\$2,627,470 59	\$1,320,904 25	\$972,431 50	\$98,092 22	\$3,118,412 86

San Luis Obispo	5,370 94	1,626 36	567 13	62,899 81	11,281 42	74,180 73	79,869 84	5,689 11
San Mateo	5,568 78	424 82	547 56	37,932 10	935 65	38,867 75	63,388 66	24,520 91
Santa Barbara	11,516 34	1,543 07	1,432 15	59,519 81	21,275 64	80,795 45	104,564 23	23,768 75
Santa Clara	28,554 86	1,832 88	1,787 23	147,117 79	24,988 08	172,085 87	237,762 84	65,678 97
Santa Cruz	48,945 00	810 75	397 46	57,542 55	2,940 70	60,483 25	89,612 12	23,128 87
Shasta	45,411 25	1,680 61	468 90	53,929 46	4,111 17	58,040 63	72,549 55	14,508 98
Sierra	14,578 06	316 25	463 93	17,256 78	465 34	17,722 12	21,843 24	4,121 12
Siskiyou	36,852 00	1,182 89	767 44	41,424 20	-----	41,424 20	48,142 10	6,717 90
Solano	57,060 85	1,016 79	287 35	69,811 87	2,331 62	72,143 49	96,523 67	24,380 18
Sonoma	98,366 85	3,145 73	1,761 28	117,889 12	10,207 57	128,096 69	169,107 66	38,010 97
Stanislaus	36,498 81	720 88	613 66	44,192 87	8,948 20	48,141 07	56,349 00	8,207 98
Sutter	22,656 82	567 01	397 11	27,332 77	4,880 57	32,213 34	36,556 42	4,343 08
Tehama	41,151 61	916 35	318 14	46,408 30	14,407 88	62,816 18	75,048 30	10,232 12
Trinity	8,009 75	369 46	257 15	10,928 90	-----	10,928 90	12,612 71	1,683 81
Tulare	72,988 21	1,428 42	2,700 10	90,217 63	10,912 28	101,139 81	126,210 98	25,070 55
Tuolumne	17,111 43	788 84	441 26	20,251 46	811 73	21,063 19	25,654 49	4,591 30
Ventura	24,113 73	585 87	821 83	23,368 53	37,944 25	66,337 78	83,394 57	17,066 97
Yolo	42,496 12	1,113 79	821 83	50,271 87	8,976 89	54,248 26	66,968 28	12,720 02
Yuba	26,294 90	1,088 04	105 20	33,675 81	2,058 56	35,734 37	42,465 22	6,730 85
Totals	\$3,343,191 80	\$59,522 72	\$33,791 82	\$4,061,317 29	\$935,548 42	\$4,996,865 71	\$6,097,663 72	\$1,100,798 01

TABLE No. 4—Continued.
Statement of Financial Statistics, showing School Expenditures for the School Year ending June 30, 1890.

COUNTIES.	Amount Paid for Teachers' Salaries.	Amount Paid for Rents, Repairs, Fuel, and Contingent Expenses.	Amount Paid for School Libraries.	Amount Paid for School Apparatus.	Total Current Expenses.	Amount Paid for Sites, Buildings, and School Furniture.	Total Expenditures.	Total Receipts.	Balance on Hand at Close of School Year.
Alameda.....	\$276,980 81	\$77,587 85	\$1,928 69	\$1,831 26	\$358,323 61	\$81,861 74	\$439,688 35	\$522,527 15	\$82,838 80
Alpine.....	1,776 00	223 97	79 80	55 27	2,135 04	48 07	2,183 11	2,352 56	169 45
Amador.....	30,097 00	5,668 06	699 05	764 46	37,228 57	809 68	38,038 25	47,208 34	9,170 09
Butte.....	58,798 90	13,774 50	1,948 92	110 39	74,632 71	1,855 98	76,488 69	102,852 78	26,364 09
Calaveras.....	27,469 91	4,196 23	1,202 68	533 62	33,402 44	1,403 43	34,805 87	42,745 54	7,989 67
Colusa.....	52,167 28	10,094 49	1,569 90	98 00	63,927 67	5,335 28	69,262 95	82,537 96	13,275 01
Contra Costa.....	43,743 65	7,717 37	1,028 86	902 80	53,392 78	13,401 69	66,794 77	94,772 35	27,977 58
Del Norte.....	6,410 00	1,237 20	177 84	24 50	7,849 64	744 38	8,593 92	12,533 38	3,939 46
El Dorado.....	24,710 06	3,685 56	855 53	1,229 64	30,490 79	423 32	30,904 11	37,320 26	6,416 15
Fresno.....	93,782 00	19,309 55	1,185 05	4,079 96	118,356 55	39,115 00	157,471 55	174,294 55	16,823 00
Humboldt.....	74,277 57	13,257 97	2,416 30	575 69	90,527 53	46,244 25	136,771 78	158,457 07	21,685 29
Inyo.....	7,685 80	918 58	336 30	42 31	8,982 99	11,855 74	20,838 73	22,511 64	1,672 91
Kern.....	23,760 79	5,168 60	1,270 04	486 39	30,684 72	13,433 07	44,117 79	63,701 70	13,583 91
Lake.....	22,991 17	2,538 83	1,686 17	76 32	27,292 49	1,901 25	29,093 74	33,621 50	4,527 76
Lassen.....	16,522 13	2,224 39	337 02	324 63	19,408 17	3,316 63	22,724 80	24,956 15	2,231 35
Los Angeles.....	311,117 21	36,490 26	4,130 84	1,418 84	353,097 15	76,725 68	429,822 83	476,995 52	47,172 69
Marin.....	28,597 47	6,243 17	1,056 42	242 53	36,139 59	716 09	36,855 68	55,856 92	19,001 24
Mariposa.....	13,501 35	1,224 69	225 26	498 50	15,449 70	1,839 20	16,808 90	17,497 60	688 70
Mendocino.....	53,248 00	8,387 67	1,628 86	1,353 77	64,618 40	12,212 11	76,830 51	92,847 00	16,016 49
Merced.....	25,872 75	7,954 97	962 77	986 70	35,767 19	917 41	36,684 60	44,999 70	8,315 10
Modoc.....	17,963 53	2,519 51	556 39	285 37	21,324 85	1,831 83	23,156 68	24,489 01	1,332 33
Mono.....	6,588 71	877 33	200 68	47 35	7,714 07	186 00	7,900 07	8,598 50	696 43
Monterey.....	61,024 70	9,558 03	2,405 04	298 50	73,268 27	10,055 95	83,324 22	105,657 31	22,315 09
Napa.....	42,047 45	10,732 91	864 41	1,460 07	55,104 84	11,496 00	66,599 84	86,535 07	19,866 23
Nevada.....	48,915 00	9,887 62	1,971 76	1,267 13	62,041 51	3,919 60	65,961 11	86,724 65	20,763 54
Orange.....	46,094 22	10,523 05	1,002 35	213 50	57,833 12	6,470 84	64,303 96	85,250 24	20,946 28
Placer.....	30,221 89	7,662 50	1,794 27	160 50	48,893 16	258 99	49,098 15	63,586 63	14,486 48
Plumas.....	13,968 80	2,702 33	250 64	474 83	17,295 90	22,094 80	17,295 90	17,572 20	276 40
Sacramento.....	105,071 00	25,831 54	1,531 95	1,069 36	133,493 85	22,094 80	155,588 65	197,976 45	42,387 80
San Benito.....	26,255 85	4,684 88	895 07	512 38	32,343 13	1,547 50	33,890 63	42,131 21	8,236 53
San Bernardino.....	75,022 84	13,903 33	2,769 27	886 47	97,490 91	48,374 26	145,865 17	168,968 62	23,103 45
San Diego.....	121,525 34	30,808 55	4,094 61	989 78	157,418 28	76,779 63	234,197 93	303,957 56	75,759 63
San Francisco.....	823,918 89	184,725 51	1,091 48	1,880 82	961,506 20	21,507 90	983,014 10	983,904 64	230 54
San Joaquin.....	87,895 77	25,066 04	2,201 27	726 90	115,889 98	21,310 33	137,200 31	204,986 04	67,785 73

San Luis Obispo.....	59,495 99	5,775 21	2,018 13	731 02	68,020 35	14,913 79	82,934 14	93,822 10	10,887 96
San Mateo.....	31,312 51	10,838 50	901 42	182 63	49,735 06	8,761 50	52,496 56	75,653 35	23,156 79
Santa Barbara.....	50,247 50	12,440 16	994 96	1,045 45	64,728 07	15,395 06	80,123 13	116,108 96	35,985 83
Santa Clara.....	125,394 70	34,962 95	1,825 21	1,909 76	164,692 62	20,695 46	185,388 08	254,021 46	68,633 38
Santa Cruz.....	52,881 65	10,595 50	1,908 05	1,513 10	65,998 30	10,500 00	76,398 30	104,904 10	28,505 80
Shasta.....	43,285 00	10,063 38	1,795 88	1,338 23	61,482 49	7,259 61	68,739 10	79,989 95	11,250 85
Sierra.....	14,683 66	1,953 46	436 26	197 04	17,250 42	538 50	17,788 92	21,686 60	3,897 68
Siskiyou.....	37,494 00	3,560 24	961 54	672 95	42,688 78	-----	42,688 78	52,995 14	10,306 41
Solano.....	58,574 58	16,822 26	1,694 94	761 31	77,843 09	1,346 01	79,189 10	109,773 69	30,584 59
Sonoma.....	98,290 86	25,309 09	3,009 58	2,184 97	128,794 50	9,402 79	138,197 29	180,902 26	42,604 97
Stanislaus.....	39,305 50	8,058 45	890 63	911 50	49,156 08	391 78	49,547 86	68,562 27	19,014 41
Sutter.....	22,202 65	4,778 36	984 58	93 21	28,058 80	478 98	28,532 78	33,541 48	5,008 70
Tehama.....	41,313 81	7,112 12	1,643 55	501 94	50,571 42	12,792 59	63,364 01	72,429 11	9,065 10
Trinity.....	9,296 50	2,205 28	282 69	46 00	11,800 47	-----	11,800 47	13,846 25	2,045 78
Tulare.....	75,372 14	12,640 67	2,467 30	1,793 07	92,273 18	23,565 38	121,838 56	130,708 55	8,969 99
Tuolumne.....	18,071 62	2,828 13	671 97	597 33	22,168 45	-----	22,168 45	27,349 59	5,181 14
Ventura.....	27,743 44	3,823 06	981 76	608 13	33,156 39	18,300 92	51,457 31	65,791 42	14,334 11
Yolo.....	42,237 86	7,436 35	1,883 61	718 75	51,831 57	10,297 46	62,129 03	74,757 44	12,608 41
Yuba.....	26,332 42	3,586 11	1,016 79	786 93	31,721 25	4,403 01	36,124 26	45,373 34	9,249 08
Totals.....	\$3,594,538 98	\$706,996 12	\$71,121 94	\$42,442 85	\$4,415,148 89	\$703,947 79	\$5,119,096 68	\$6,118,412 86	\$999,316 18

TABLE No. 5.
Valuation of School Property, 1889.

COUNTIES.	Valuation of Lots, School Houses, and Furniture.	Valuation of School Libraries.	Valuation of School Apparatus.	Total Valua- tion of School Property.	Number of Volumes in School Library.
Alameda	\$725,411 00	\$18,350 00	\$12,495 00	\$756,256 00	21,158
Alpine	2,400 00	296 00	259 00	2,955 00	147
Amador	56,195 00	5,959 00	5,294 00	67,948 00	3,525
Butte	159,900 00	18,975 00	6,655 00	185,530 00	11,152
Calaveras	32,625 00	7,560 00	2,718 00	42,893 00	6,680
Colusa	132,280 00	12,725 00	4,950 00	149,955 00	10,552
Contra Costa	86,489 00	12,031 00	3,445 00	101,965 00	14,249
Del Norte	10,388 00	1,539 00	344 00	12,766 00	1,049
El Dorado	40,656 00	7,382 00	4,443 00	52,481 00	8,048
Fresno	346,980 00	23,822 00	10,670 00	381,472 00	7,801
Humboldt	127,000 00	13,235 00	4,440 00	144,675 00	14,386
Inyo	15,850 00	2,380 00	967 00	19,197 00	1,444
Kern	45,800 00	4,325 00	2,400 00	53,125 00	4,499
Lake	41,589 00	6,594 00	2,415 00	50,598 00	5,886
Lassen	19,690 00	2,489 00	1,285 00	23,464 00	1,983
Los Angeles	1,246,615 00	31,520 00	16,071 00	1,294,206 00	28,721
Marin	74,655 00	7,960 00	2,510 00	85,125 00	9,390
Mariposa	20,666 00	4,313 00	2,417 00	27,396 00	2,943
Mendocino	83,707 00	12,616 00	4,950 00	101,273 00	12,154
Merced	57,620 00	4,315 00	1,810 00	63,745 00	4,487
Modoc	34,166 00	5,149 00	2,530 00	41,845 00	3,276
Mono	13,000 00	1,800 00	890 00	15,690 00	1,811
Monterey	96,574 00	16,786 00	5,543 00	116,903 00	12,506
Napa	88,000 00	7,420 00	2,605 00	98,025 00	7,925
Nevada	113,123 00	12,280 00	4,775 00	130,177 00	10,749
Orange	78,140 00	11,915 00	4,925 00	94,980 00	8,725
Placer	19,860 00	5,015 00	2,255 00	27,220 00	4,300
Plumas	325,243 00	16,450 00	6,589 00	348,282 00	15,844
Sacramento	42,500 00	7,475 00	2,985 00	52,960 00	6,275
San Benito	496,515 00	11,690 00	5,520 00	453,645 00	9,522
San Bernardino	293,148 00	11,021 00	8,374 00	310,543 00	10,982
San Diego	4,742,200 00	4,980 00	25,000 00	4,772,180 00	19,182

San Joaquin.....	297,084 00	15,087 00	11,465 00	323,636 00	11,153
San Luis Obispo.....	106,725 00	10,852 00	5,116 00	121,688 00	10,002
San Mateo.....	82,080 00	7,685 00	3,980 00	93,755 00	9,700
Santa Barbara.....	140,060 00	10,005 00	5,805 00	155,860 00	8,418
Santa Clara.....	432,200 00	25,972 00	18,527 00	474,699 00	16,941
Santa Cruz.....	120,135 00	10,865 00	5,440 00	136,570 00	10,750
Shasta.....	62,085 00	11,559 00	5,683 00	79,327 00	7,098
Sierra.....	27,180 00	4,525 00	2,196 00	33,900 00	2,722
Siskiyou.....	71,225 00	11,550 00	4,630 00	87,405 00	7,102
Solano.....	156,633 00	15,968 00	7,502 00	180,103 00	12,059
Sonoma.....	218,042 00	32,304 00	12,546 00	262,892 00	22,608
Stanislaus.....	87,785 00	7,290 00	2,180 00	97,255 00	6,220
Sutter.....	61,135 00	6,259 00	2,910 00	70,304 00	5,017
Tehama.....	107,350 00	13,240 00	4,660 00	125,150 00	8,351
Trinity.....	14,750 00	3,450 90	1,238 00	19,438 00	2,116
Tulare.....	188,400 00	19,275 00	10,330 00	218,005 00	11,915
Tuolumne.....	21,860 00	5,975 00	2,913 00	30,748 00	5,507
Ventura.....	94,750 00	3,520 00	2,405 00	100,675 00	4,225
Yolo.....	97,150 00	10,080 00	3,045 00	110,275 00	9,880
Yuba.....	37,030 00	7,810 00	1,885 00	46,735 00	7,725
Totals.....	\$12,031,278 00	\$540,828 00	\$272,664 00	\$12,884,770 00	460,298

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

TABLE No. 5—Continued.
Valuation of School Property, 1890.

COUNTIES.	Valuation of Lots, School Houses, and Furniture.	Valuation of School Libraries.	Valuation of School Apparatus.	Total Valua- tion of School Property.	Number of Volumes in School Library.
Alameda	\$810,730 00	\$19,645 00	\$13,985 00	\$844,360 00	25,692
Alpine	2,400 00	258 00	175 00	2,833 00	3,623
Amador	58,568 00	6,413 00	6,020 00	71,001 00	13,062
Butte	167,290 00	18,060 00	6,860 00	191,980 00	6,790
Calaveras	32,785 00	7,735 00	3,075 00	43,595 00	12,115
Colusa	133,810 00	14,273 00	5,023 00	153,106 00	10,931
Contra Costa	109,994 00	13,335 00	4,204 00	127,533 00	1,213
Del Norte	10,904 00	1,608 00	419 00	12,929 00	8,240
El Dorado	42,020 00	7,805 00	5,235 00	55,110 00	9,044
Fresno	286,770 00	27,160 00	14,493 00	327,423 00	15,365
Humboldt	199,075 00	15,460 00	5,290 00	219,815 00	1,400
Inyo	27,400 00	2,240 00	650 00	30,290 00	4,899
Kern	59,050 00	5,270 00	2,415 00	66,735 00	7,139
Lake	41,838 00	7,263 00	2,374 00	51,475 00	2,343
Lassen	22,705 00	3,062 00	1,625 00	27,392 00	24,073
Los Angeles	1,941,290 00	24,675 00	15,530 00	1,981,435 00	11,044
Marin	75,675 00	8,850 00	2,310 00	87,335 00	3,239
Mariposa	22,625 00	4,168 00	2,534 00	29,327 00	13,122
Mendocino	98,316 00	14,387 00	6,195 00	118,898 00	5,506
Merced	58,220 00	4,631 00	2,280 00	65,131 00	3,354
Modoc	31,020 00	4,869 00	2,223 00	38,112 00	1,773
Mono	11,700 00	2,300 00	920 00	14,929 00	14,873
Monterey	99,200 00	15,334 00	4,700 00	119,234 00	8,820
Napa	102,700 00	7,010 00	3,220 00	112,930 00	11,165
Nevada	119,700 00	12,340 00	5,640 00	137,680 00	8,867
Orange	130,555 00	10,010 00	2,371 00	143,536 00	9,817
Placer	75,320 00	12,160 00	4,760 00	92,240 00	3,615
Plumas	14,550 00	4,270 00	2,185 00	21,005 00	16,109
Sacramento	341,665 00	17,116 00	7,391 00	366,172 00	7,191
San Benito	44,500 00	7,750 00	3,420 00	55,670 00	10,361
San Bernardino	432,315 00	12,750 00	5,550 00	500,615 00	16,260
San Diego	407,676 00	16,158 00	8,649 00	432,483 00	13,669
San Francisco	4,726,600 00	7,294 00	23,890 00	4,757,724 00	14,098
San Joaquin	925,911 00	14,987 00	11,470 00	952,368 00	

San Luis Obispo	115,025 00	12,300 00	5,498 00	132,823 00	11,583
San Mateo	93,655 00	8,625 00	4,280 00	106,540 00	10,167
Santa Barbara	143,800 00	10,080 00	6,790 00	160,110 00	8,986
Santa Clara	446,400 00	26,790 00	18,170 00	490,360 00	17,799
Santa Cruz	127,700 00	10,865 00	6,210 00	144,565 00	11,516
Shasta	73,200 00	12,615 00	6,595 00	92,410 00	8,282
Sierra	28,550 00	4,950 00	2,370 00	35,870 00	3,160
Siskiyou	71,775 00	12,060 00	6,175 00	89,010 00	8,066
Solano	168,065 00	17,525 00	8,545 00	184,105 00	13,087
Sonoma	227,549 00	33,542 00	13,266 00	274,357 00	24,376
Stanislaus	88,085 00	6,420 00	1,625 00	96,130 00	6,753
Sutter	63,585 00	7,187 00	2,790 00	73,562 00	5,820
Tehama	109,575 00	14,450 00	4,900 00	128,925 00	9,228
Trinity	14,060 00	3,475 00	1,255 00	18,820 00	2,266
Tulare	209,500 00	20,800 00	11,945 00	242,245 00	12,888
Tuolumne	21,430 00	6,890 00	3,460 00	31,750 00	5,573
Ventura	102,050 00	2,955 00	2,860 00	107,865 00	4,555
Yolo	102,202 00	9,821 00	3,210 00	114,733 00	10,079
Yuba	37,825 00	8,415 00	2,351 00	48,591 00	8,125
Totals	\$12,746,308 00	\$579,659 00	\$298,176 00	\$13,624,143 00	505,392

TABLE No. 6.
Statement by Counties of Apportionment of State School Moneys for the School Years Ending June 30, 1889, and June 30, 1890.

COUNTIES.	Semi-Annual.		Total for 1889.	Semi-Annual.		Total for 1890.
	February, 1889.			February, 1890.		
	August, 1888.	August, 1889.		August, 1889.	February, 1890.	
Alameda.....	\$33,128 16	\$165,640 80	\$138,768 96	\$36,510 04	\$173,532 66	\$210,384 70
Alpine.....	134 16	670 80	804 96	146 08	694 82	840 40
Amador.....	4,756 44	23,782 20	28,538 64	4,744 28	22,549 62	27,704 90
Butte.....	6,530 16	32,660 80	39,180 96	6,975 32	33,153 78	40,624 10
Calaveras.....	3,684 72	18,423 60	22,108 32	4,023 84	19,125 36	23,149 20
Colusa.....	5,084 04	25,420 20	30,504 24	5,464 72	26,973 88	31,672 60
Contra Costa.....	5,230 68	26,163 40	31,384 08	5,710 40	27,141 60	32,891 00
Del Norte.....	792 48	3,962 40	4,754 88	803 44	3,818 76	4,622 20
El Dorado.....	3,547 44	17,737 20	21,284 64	3,700 14	17,686 81	21,286 95
Fresno.....	9,143 16	45,715 80	54,858 96	10,685 42	50,787 83	61,473 35
Humboldt.....	8,728 20	43,641 00	52,369 20	9,775 74	46,464 21	56,239 95
Inyo.....	931 82	4,656 60	5,587 92	1,010 94	4,805 01	5,815 85
Kern.....	2,538 12	12,690 60	15,228 72	2,969 78	14,067 87	17,027 65
Lake.....	2,783 04	13,915 20	16,698 24	3,140 72	14,927 88	18,068 60
Lassen.....	1,560 64	7,753 20	9,308 84	1,679 92	7,894 68	9,664 60
Los Angeles.....	42,510 00	212,550 00	255,060 00	46,146 34	219,334 11	265,549 45
Marin.....	3,577 08	17,855 40	21,432 48	4,189 80	19,981 70	24,206 50
Mariposa.....	1,863 00	7,683 00	9,549 60	1,900 24	7,605 96	9,206 20
Mendocino.....	6,580 08	32,900 40	39,480 48	7,146 30	33,968 45	41,112 75
Merced.....	2,450 76	12,253 80	14,704 56	2,684 22	12,768 13	15,442 35
Modoc.....	2,235 48	11,177 40	13,412 88	2,357 20	11,208 80	13,567 00
Mono.....	498 08	2,480 40	2,976 48	502 98	2,390 67	2,893 65
Monterey.....	6,793 80	33,969 00	40,762 80	7,499 88	35,647 02	43,146 90
Napa.....	5,556 72	27,783 60	33,340 32	5,896 56	27,741 24	33,896 80
Nevada.....	7,361 64	36,808 20	44,169 84	7,086 54	33,682 41	40,768 95
Orange*.....	4,573 92	22,869 60	27,443 52	4,988 30	23,709 45	28,697 75
Placer.....	1,628 64	8,143 20	9,771 84	1,711 46	8,134 59	9,846 05
Plumas.....	13,422 24	67,111 20	80,533 44	12,312 22	58,620 13	70,832 35
Sacramento.....	3,040 44	15,202 20	18,242 64	3,315 02	15,756 33	19,071 35
San Benito.....	9,177 48	45,887 40	55,064 88	9,943 40	47,261 10	57,204 50
San Bernardino.....	12,593 88	62,969 40	75,563 28	13,809 54	65,638 91	79,461 45
San Diego.....	98,152 28	465,761 40	558,913 68	100,665 72	478,465 38	579,131 15
San Francisco.....						

San Joaquin	9,831 12	49,155 60	53,986 72	10,355 08	49,217 82	198 00	53,770 90
San Luis Obispo	6,472 44	32,392 20	33,834 64	7,307 82	34,731 78	387 00	42,426 10
San Mateo	4,018 56	20,092 80	24,111 86	4,135 06	19,653 98	195 00	23,984 05
Santa Barbara	6,477 12	32,385 60	33,862 72	7,438 80	35,347 20	68 00	42,850 00
Santa Clara	17,564 04	87,820 20	105,384 24	19,675 98	93,520 17	123 00	113,319 15
Santa Cruz	6,900 04	34,000 20	40,800 24	7,697 42	36,585 83	1,347 00	45,630 85
Shasta	5,087 16	25,435 80	30,522 96	5,371 76	25,532 04	45 00	30,948 80
Sierra	1,720 68	8,603 40	10,324 08	1,764 58	8,337 07	-----	10,151 65
Siakiyou	3,826 68	19,133 40	22,960 08	4,432 20	21,068 30	-----	25,498 50
Solano	7,062 12	35,310 60	42,372 72	7,430 16	35,315 64	417 00	43,162 80
Sonoma	13,186 68	65,933 40	79,120 08	14,154 82	67,278 03	231 00	81,663 85
Stanislaus	3,744 00	18,720 00	22,464 00	3,944 16	18,746 64	210 00	22,900 80
Sutter	2,063 88	10,319 40	12,383 28	2,172 94	10,328 01	-----	12,500 95
Tehama	4,171 44	20,857 20	25,028 64	4,511 88	21,445 02	558 00	26,514 90
Trinity	1,178 24	5,881 20	7,057 44	1,256 62	5,972 73	-----	7,229 85
Tulare	9,041 76	45,208 80	54,250 66	10,064 68	47,837 07	831 00	58,732 65
Tuolumne	2,471 04	12,356 20	14,826 24	2,649 36	12,592 44	-----	15,241 80
Ventura	3,563 04	17,815 20	21,378 24	4,183 20	19,892 80	-----	24,066 00
Yolo	5,024 76	25,123 80	30,148 56	5,637 28	26,889 12	-----	32,546 40
Yuba	3,427 32	17,136 60	20,563 92	3,663 62	17,413 23	-----	21,076 85
Totals	\$421,980 00	\$2,108,900 00	\$2,531,880 00	\$457,001 32	\$2,172,132 78	\$6,582 00	\$2,635,716 10

*In Los Angeles County census.
† Grammar School Course (annual).

TABLE No. 7.
Statement, by years, showing the amount of Receipts and Expenditures for Public Schools of the State of California, from 1852 to 1890, inclusive.

YEARS.	Total Amount of State School Fund Appor- tioned.	Total Amount Raised by County and City Taxes.	Total Amount Raised from Miscellaneous Sources.	Total Amount Paid for Teach- ers' Salaries.	Total Amount Paid for School Houses, Sites, and School Fur- niture.	Total Amount Expended for School Purposes.
1852	-----	-----	\$2,417 00	\$20,707 00	\$9,775 00	\$38,449 00
1853	-----	-----	10,626 00	47,894 00	6,153 00	66,645 00
1854	-----	\$157,702 00	42,557 00	86,980 00	123,677 00	275,603 00
1855	-----	119,128 00	39,396 00	181,906 00	76,525 00	334,638 00
1856	-----	121,639 00	28,619 00	200,941 00	52,484 00	305,221 00
1857	-----	148,989 00	55,035 00	192,613 00	59,743 00	307,352 00
1858	-----	162,870 00	86,107 00	204,646 00	88,199 00	339,944 00
1859	-----	206,196 00	97,534 00	256,777 00	90,266 00	427,003 00
1860	-----	230,514 00	122,858 00	311,165 00	110,352 00	474,263 00
1861	-----	241,861 00	114,397 00	311,501 00	101,818 00	470,113 00
1862	-----	234,828 00	141,806 00	330,249 00	249,274 00	441,238 00
1863	-----	328,554 00	68,209 00	328,338 00	93,831 00	483,407 00
1864	-----	260,842 00	84,064 00	411,101 00	167,366 00	636,193 00
1865	-----	390,306 00	91,181 00	526,585 00	257,804 00	883,116 00
1866	-----	470,668 00	79,600 00	551,462 00	185,056 00	859,229 00
1867	-----	596,718 00	81,066 00	696,110 00	238,010 00	1,163,348 00
1868	-----	654,738 00	73,988 00	763,639 00	231,118 00	1,151,407 00
1869	-----	847,229 00	68,531 00	873,814 00	205,766 00	1,290,585 00
1870	-----	869,756 00	63,441 00	976,938 00	339,362 00	1,523,047 00
1871	-----	923,809 00	46,690 00	1,108,125 00	380,158 00	1,713,481 00
1872	-----	1,249,943 00	232,075 00	1,282,799 00	290,119 00	1,881,333 00
1873	-----	1,541,597 00	310,502 00	1,454,367 00	374,069 00	2,113,356 00
1874	-----	1,332,208 82	345,315 95	1,680,830 00	192,467 00	2,111,155 00
1875	-----	1,115,530 06	676,259 64	1,810,480 00	421,279 00	2,668,241 00
1876	-----	1,240,637 31	165,205 40	1,968,939 96	440,706 37	2,858,600 98
1877	-----	1,486,233 73	137,100 31	2,149,435 70	147,426 43	2,749,729 46
1878	-----	1,576,195 52	106,398 64	2,272,551 19	390,094 92	3,155,815 27
1879	-----	1,446,852 04	92,852 41	2,295,732 39	293,126 38	3,010,907 13
1880	-----	1,893,572 44	104,824 80	2,207,043 85	190,270 94	2,864,571 42
1881	-----	1,843,306 02	32,043 90	2,346,056 58	204,849 66	3,047,605 03
1882	-----	1,882,121 67	23,046 85	2,406,780 68	221,089 05	3,122,666 20
1883	-----	1,890,724 20	32,462 71	2,511,078 40	236,839 66	3,312,215 28
1884	-----	1,411,543 56	27,715 40	2,573,923 54	292,165 85	3,364,223 55

1885.....	1,831,171 44	1,694,959 45	53,140 83	2,553,403 46	466,811 74	3,565,090 87
1886.....	1,890,733 32	1,690,704 86	188,598 48	2,710,621 82	283,006 18	3,505,931 63
1887.....	2,027,789 40	1,793,809 96	61,250 26	2,912,869 30	408,704 96	3,839,883 17
1888.....	2,168,688 08	2,170,068 19	259,554 55	3,083,027 24	621,554 82	4,321,381 50
1889.....	2,531,890 00	2,442,254 64	837,006 91	3,543,191 80	935,548 42	4,996,865 71
1890.....	2,635,716 10	2,233,335 75	98,092 22	3,594,588 98	703,947 79	5,119,096 88

TABLE No. 8.
Statistical Summary, by years, of the Public Schools of California, from 1851 to 1890, inclusive.

YEARS.	Number of Children Listed by Census Marshals.	Number of Children Enrolled on School Register.	Average Daily Attendance.	Number of Schools.	Number of Teachers.	Number of Children under five years of age.	Number of Census Children in Private Schools.
1851.	6,906	1,846	---	49	---	---	---
1852.	17,821	3,314	---	20	---	---	---
1853.	19,442	4,193	2,020	111	---	---	---
1854.	20,076	9,746	4,635	168	214	---	---
1855.	28,077	---	6,442	227	301	---	---
1856.	30,089	---	8,495	321	392	---	---
1857.	35,722	17,232	9,717	368	486	---	---
1858.	40,530	19,822	11,183	432	517	23,558	---
1859.	48,676	23,519	13,384	423	744	28,300	---
1860.	57,917	26,993	14,750	563	831	30,932	5,438
1861.	68,395	31,786	17,804	684	932	35,334	6,306
1862.	71,821	36,566	19,262	715	962	38,127	6,866
1863.	78,055	38,540	19,942	754	919	39,041	9,168
1864.	86,031	47,588	24,704	832	1,079	41,323	11,559
1865.	95,067	50,089	25,562	947	1,155	42,733	12,478
1866.	94,179	50,273	---	913	1,268	52,067	15,671
1867.	94,213	62,227	---	1,083	1,389	52,975	14,026
1868.	104,118	65,928	43,681	1,228	1,560	58,119	14,820
1869.	112,748	73,754	49,802	1,354	1,637	57,983	16,273
1870.	121,751	85,808	54,271	1,492	1,869	62,940	18,198
1871.	130,116	91,332	64,286	1,550	2,032	66,232	15,524
1872.	137,351	94,720	66,700	1,654	2,501	69,723	13,787
1873.	141,610	107,593	69,461	1,868	2,398	70,066	12,507
1874.	156,717	120,240	72,283	2,005	2,452	73,376	14,149
1875.	171,563	130,990	78,027	2,190	2,698	78,650	15,021
1876.	184,787	140,468	83,391	2,336	2,894	83,595	14,625
1877.	200,067	147,863	89,589	2,435	3,077	88,351	13,844
1878.	206,476	154,094	94,696	2,578	3,493	85,061	15,310
1879.	216,404	156,769	98,468	2,748	3,463	86,633	15,432
1880.	215,978	158,765	100,968	2,903	3,565	87,635	14,953
1881.	211,237	163,855	105,541	2,952	3,737	88,069	13,898
1882.	216,390	168,024	107,177	3,036	3,777	86,490	14,572
1883.	222,846	174,611	112,564	3,232	3,960	86,709	15,967
1884.	235,672	179,801	124,814	3,262	4,083	87,648	17,963
1885.	250,097	184,001	116,028	3,374	4,242	86,768	19,519

1886	259,978	180,220	126,718	3,506	4,444	92,507	18,919
1887	272,448	196,907	139,297	3,755	4,868	86,940	22,661
1888	270,500	207,050	132,277	4,002	4,886	98,203	20,768
1889	275,302	215,905	143,733	4,824	5,255	104,174	21,044
1890	280,882	221,756	146,589	4,567	5,494	106,302	21,460

EXHIBITS.

A.—ARBOR DAY CIRCULARS.

B.—COUNTY HIGH SCHOOL BILL.

C.—FREE TEXT-BOOK BILL.

D.—STATE TEACHERS' ASSOCIATION.

EXHIBIT A.

ARBOR DAY CIRCULARS.

In the latter part of January, 1890, the following Arbor Day circular was sent to all Superintendents, teachers, and clerks throughout the State. The response it met with was more encouraging than was to be expected from a *voluntary* first effort.

To enlist more thoroughly the interest of the general public, the attention of the press throughout the State was called to the matter by means of a circular letter, and in herein acknowledging my own appreciation of the very general coöperation given to the subject, I also include that of the County Superintendents and teachers:

To the School Superintendents, teachers, Trustees, and parents of the public school children of California:

In my last biennial report I suggested a legally appointed "Arbor Day." Nothing, however, was done by the last Legislature in the matter, and as the season for tree planting is again upon us, I am constrained to make a direct appeal to you for an effort on your part to accomplish something *this year* in the way of beautifying your school grounds by the planting of trees, vines, and shrubs, and teaching the children to love and care for such things.

All will agree that there is no spot on earth that may not be made more beautiful by the help of trees and flowers. Much has been written and said about the wanton destruction of our forests, and while our schools cannot protect the forests, they may and can train up a generation which will frown upon and rebuke their wanton destruction—a generation which will not leave our mountains, hillsides, and home surroundings treeless. Trees everywhere exert a controlling moral influence. This fact we know and feel in our every day's existence, and every sapling which we plant in our door yard, or upon the naked sidewalk in front of our dwellings, makes, with every spreading branch, expanding leaf, and opening blossom, home pleasanter, our recollections of it sweeter, and our love for it stronger. Our schools bear a close relation to the family, and we should not be satisfied till our school grounds, as well as our homes, are such, in themselves and their surroundings, as shall be attractive, and surely tend to strengthen, ennoble, and elevate human character. I therefore earnestly urge the Superintendents in each county, and the Trustees in each district, to agree in setting apart one day to be known as "Arbor Day," and unite with the teachers and friends in taking the children out of their school-rooms, and teaching them how to plant trees, vines, and shrubs, and how to care for them when planted. Let us teach the children to become familiar with trees, to think of their value, and to love them. Thus may they be led by Nature's hand to noble thoughts and worthy deeds. Superintendent Brooke, of San Bernardino County, is doing much in this direction in the schools of his county. I notice also that George C. Roeding, a nurseryman in Fresno County, has offered to furnish the following trees and shrubs free to every school district in his county that will apply for them: Two maples, one Texas umbrella, two fig, one pear, one locust, two olive trees, one fan palm, and two rose bushes. He notifies Trustees to make application at once, and he will have the trees and plants packed and ready for delivery by February fifteenth. Is there not some one in your county or neighborhood who can and who will if it is suggested to him, make a like offer to your district? Where there is a will, there is a way. In some districts the school grounds are already well embellished with trees. In such cases let the children be occupied by planting young trees and shrubs, thus increasing the beauty of the grounds, and creating in the children a love for the beautiful and a pride in the appearance of the world around them.

I sincerely hope that you will make an effort to accomplish the proper result suggested. Let Arbor Day be inaugurated, and we may expect to witness a movement among the people which will make people and educate children, and in the line of forest and landscape architecture.

Very respectfully yours,

Wm. C. Hooper

Superintendent of Public Instruction

I would suggest that a short program of suitable exercises be prepared for the occasion, which may be varied as tastes, circumstances, or opportunities may permit.

Older pupils may present essays on trees, in their manifold relations to human life; on the different varieties, habits, sizes, enemies, and the care needed to preserve them; on the famous trees of history, and the forms of worship that have been connected with trees.

Younger children may give a greater variety of entertainment, with appropriate musical selections and recitations of verses and poems.

A pretty exercise given in some of the New York schools, where Arbor Day is legally established, is called "Voices of the Trees," in which many children may take part, each child speaking as a tree.

Illustration: "They call me sugar maple, and I am a favorite ornamental tree. People love me because I am possessed of sweetness. I claim to have made more boys and girls happy than any other tree. I have many changes of dress, wearing in spring the softest shade of every color: in the summer the purest emerald; in the autumn, the most brilliant yellow. My wood is used for furniture, floors, and for furnishing the interior of houses, and after the houses are finished few can warm them better than I."

REFERENCE LIST FOR RECITATIONS.

Autumn Woods: *Bryant*.
Among the Trees: *Bryant*.
Forest Hymn: *Bryant*.
Planting of the Apple Tree: *Bryant*.
The Spirit of Poetry: *Longfellow*.
Sunrise on the Hill: *Longfellow*.
Eliot's Oak: *Longfellow*.
Under the Willows: *Lowell*.
On Planting a Tree: *Lowell*.
The Planting: *Dinah Mulock Craik*.
Wood Giant: *Whittier*.

All Things Beautiful: *John Keble*.
Hymn to the Flowers: *Horace Smith*.
The Birthday of Spring: *Horace Smith*.
The Use of Flowers: *Mary Howitt*.
Breathings of Spring: *Mrs. Hemans*.
The Ivy Green: *Dickens*.
The Last Leaf: *Holmes*.
Talking Oak: *Tennyson*.
A Story of an Apple Tree: *Anna Wells*.
The Voice of the Grass: *Sarah Roberts*.
Woodman Spare that Tree: *Morris*.

FOR SINGING.

"Little White Lily," "Spring's Delights," "To the Woodland, Away," "Swinging 'Neath the Old Apple Tree," "Come to the Greenwood," "Come Where the Lilies Grow," "Up the Hills on a Sunny Morn," "There's a Wedding in the Orchard, Dear," "Buttercups and Daisies."

THE CLASS TREE.

[Air, *America*.]

We, children of the free,
Come here to plant this tree,
With prayer and song;
A living sign to stand
Of love to Fatherland
While years prolong.

In every flower and tree
God's forming hand we see,
And His great love.
And every bud and leaf
Increases our belief
In Heaven above.

Dear God of Nature, grant
This tree which now we plant
May live and grow
To bless with grace and shade
This loved and cherished glade,
Our love to show.

—P. Harlow.

Children, thank God for these great trees,
That fan the land with every breeze,
Whose drooping branches form cool bowers,
Where you can spend the summer hours,—
For these thank God.

For fragrant sweets of blossoms bright,
Whose beauty gives you such delight;
For the soft grass beneath your feet,
For new mown hay and clover sweet,—
For all thank God.

—Anon.

You will find something far greater in the woods than you will find in books. Stones and trees will teach you that which you will never learn from masters.—*St. Bernard.*

There is something unspeakably cheerful in a spot of ground which is covered with trees, that smiles amidst the rigors of winter, and gives us a view of the most gay season in the midst of that which is the most dead and melancholy.—*Addison.*

As the leaves of trees are said to absorb all noxious qualities of the air, and to breathe forth a purer atmosphere, so it seems to me as if they drew from us all sordid and angry passions, and breathed forth peace and kindness.—*Irving.*

Give fools their gold and knaves their power;
Let fortune's bubbles rise and fall;
Who sows a field, or trains a flower,
Or plants a tree, is more than all.

For he who blesses most is blest;
And God and man shall own his worth,
Who toils to leave as his bequest
An added beauty to the earth.

—*Whittier.*

PLANT A TREE.

He who plants a tree
Plants a hope:
Rootlets up through fibers blindly grope;
Leaves unfold into horizons free.
So man's life must climb
From the clods of time
Unto heavens sublime.
Canst thou prophesy, thou little tree,
What the glory of thy boughs shall be?

He who plants a tree,
He plants love:
Tents of coolness spreading out above
Wayfarers he may not hope to see.
Gifts that grow are best;
Hands that bless are blest;
Plant! Life does the rest.
Heaven and earth help him who plants a tree,
And his work its own reward shall be.

—*Lucy Larcom.*

THE TREE.

The Tree's early leafbuds were bursting their brown;
"Shall I take them away?" said the Frost, sweeping down.
"No, leave them alone
Till the blossoms have grown,"
Prayed the Tree, while he trembled from rootlet to crown.

The Tree bore his blossoms, and all the birds sung;
"Shall I take them away?" said the Wind, as he swung.
"No, leave them alone
Till the berries have grown,"
Said the Tree, while his leaflets quivering hung.

The Tree bore his fruit in the mid-summer glow;
Said the girl, "May I gather thy berries now?"
"Yes, all thou canst see;
Take them; all are for thee,"
Said the Tree, while he bent down his laden boughs low.

—*Björnstjerne Björnson.*

FLOWERS.

With what a lavish hand
God beautifies the earth,
When everywhere, all o'er the land,
Sweet flowers are peeping forth.

Down by the babbling brook,
Up in the silent hills,
The glen, the bower, the shady nook,
Their breath with fragrance fills.

They creep along the hedge,
They climb the rugged height,
And, leaning o'er the water's edge,
Blush in their own sweet light.

They seem to breathe and talk,
They pour into my ear,
Where'er I look, where'er I walk,
A music soft and clear.

They have no pride of birth,
No choice of regal bower;
The humblest, lowliest spot on earth
May claim the fairest flower.

I have written many verses, but the best verses I have produced are the trees I have planted.—*Holmes.*

What conqueror in any part of "life's broad field of battle" could desire a more beautiful, a more noble, or a more patriotic monument than a tree planted by the hands of pure and joyous children, as a memorial of his achievements?

What earnest, honest worker with hand and brain, for the benefit of his fellowmen, could desire a more pleasing recognition of his usefulness than such a monument, a symbol of his or her productions, ever growing, ever blooming, and ever bearing wholesome fruit?—*Lossing.*

I recommend that the teachers in all the schools of the State so order their instructions and exercises upon Arbor Day, that every child may learn something of the value, or at least of the beauty of tree culture, and may take a personal interest in the planting of some tree or shrub in the school grounds, or in the adjacent commons.—*Gov. Lounsbury, of Connecticut.*

Let the children in our schools, the young men and women in our colleges, seminaries, and universities, cooperate in the proper observance of the day by planting shrubs, vines, and trees that will beautify the home, adorn the public grounds, add wealth to the State, and thereby increase the comfort and happiness of our people.—*Proclamation of Gov. Fifer, of Illinois.*

THE BRAVE OLD OAK.

A song for the oak, the brave old oak,
Who hath ruled in the greenwood long!
Here's health and renown to his broad green crown,
And his fifty arms so strong.

There is fear in his frown when the sun goes down,
And the fire in the west fades out,
And he showeth his might on a wild midnight
When the storms through his branches shout.

Then sing to the oak, the brave old oak,
Who stands in his pride alone;
And still flourish he, a hale green tree,
When a hundred years are gone!

—*Henry Fothergill Chorley.*

The following suggestions have been prepared and distributed by the Forestry Division of the United States Department of Agriculture, with a view of giving, in the briefest manner, such general advice in regard to the selection of trees for the occasion, and to the manipulation of planting, as may aid teachers, pupils, and others to perform the practical work of Arbor Day with reasonable hope of success:

CHOICE OF TREES.

1. *General Considerations.*—Trees for school grounds and yards, along roadsides and streets, must be such as are least liable to suffer from injuries. They should be compact and symmetrical in shape, free from objectionable habits, such as bad odors, root sprouting, frequent dropping of parts, etc., and from insect pests, and if planted for shade, should have a broad crown and a dense foliage, budding early in spring and retaining leaves long into the fall. Absence of skillful hands at tree planting on Arbor Days would also limit the selection to those which are transplanted easily, and require the least care.

Trees native to the region in which the planting is done usually have more promise of success, and are generally less costly than exotics. Trees from *well managed nurseries* are preferable to those grown in the forest, because their root system is better prepared for transplanting. Rapidly growing trees, although giving shade soonest, are mostly short lived, and become soonest unsightly.

2. *Size*.—Although as a rule small plants have a better promise of success, other considerations recommend the choice of larger sizes for roadside and ornamental planting. Trees of any size can be successfully transplanted, but in proportion to the size grows the difficulty, the amount of work, and the care necessary. As a rule the *largest size should not exceed two to three inches* in diameter at the base, and ten to fifteen feet in height. Those one half that size will probably make better growth, because less of their root system will be curtailed in taking them up for transplanting.

3. *Diagnosis of a tree suitable for transplanting*.—(a) An abundance of fibrous roots; not the turnip-like main or tap-root, but the little fibers sustain the life of a tree. See that there are plenty of them, compactly grown within a small compass, and that they are not stripped of their bark, or torn at their ends, or dried up.

(b) A normal form and well proportioned development of shaft and crown. The shaft should be clean and straight, neither thick set and short, nor thread-like and over elongated, but gradually tapering, and strong enough to hold up its head without support. The normal crown is characterized by vigorous, full sized leaves, or else by a large number of thick and full buds. It covers the main stem one third to one half its length, with a symmetric spread evenly branched, and has only one leader of moderate length.

The length and vigor of the last year's shoots, number and thickness of buds, and appearance of the bark, afford means of judging the healthy constitution of the tree.

(c) The position from which the tree came has some influence on its further development. Trees from the forest have generally a wide-spreading root system, which is difficult to take up and transplant. Those which have grown in the shade of the forest, as a rule, do not start easily in the open sunlight; those from cool north sides are apt to sicken when placed on hot exposures, and vice versa. A healthy tree from poor soil transferred into better conditions will show itself grateful by vigorous development.

TREATMENT BEFORE TRANSPLANTING.

Transplanting is at best a forcible operation, and injury to the roots, although it may be small, is almost unavoidable. The roots are the life of the tree, and need, therefore, the most attention. In taking up a tree for transplanting the greatest care must be exercised to secure as much of the root system intact as possible, especially of the small fibrous roots.

1. *Never allow roots to become dry, from the time of taking up the tree until it is transplanted*.—A healthy looking tree may have the certainty of death in it if the root fibrils are dried out. To prevent drying during transportation, cover the roots with moist straw, or moss, or bags, or leave on them as much soil of the original bed as possible. At the place where the tree is to be planted, if the planting cannot be done at once, "heel in" the roots, *i. e.*, cover them and part of the lower stem with fresh earth, or place the tree in the plant hole, throwing several spadefuls of earth on the roots.

2. Pruning roots and branches is almost always necessary, but must be done with great care, especially as to root pruning. The *cutting at the roots should be as little as possible*, only removing, with a clean, sharp cut, the bruised and broken parts. Extra long tap-roots may be cut away, but all the small fibers should be preserved. The cutting at the top is done to bring crown and root into proportion; the more loss at the root system has been experienced the more need of reducing the crown system. Larger trees, therefore, require mostly severer pruning, especially on poor soils; yet, if there be fibrous roots enough to sustain great evaporation from the crown, the less cut the better. With large trees severe pruning is less dangerous than too little. A clean cut as close as possible to the stem or remaining branch will facilitate the healing of the wound. No stumps should be left (except with conifers, which suffer but little pruning). Shortening of the end shoots to one half or two thirds of their length may be done a little above a bud which is to take the lead. As a rule, the pruning for symmetry should have been done a year or so before transplanting, but may be done a year after.

METHOD IN PLANTING A TREE.

1. Holes are best made before the trees are brought to the ground. They should be a little deeper than the depth of the root system, but twice as large around as seems necessary, to facilitate penetration of rains and development of rootlets through the loosened soil. Place the top soil, which is better (being richer in easily assimilated plant food) to one side, the raw soil from the bottom to the other side; in filling back bring the richer soil to the bottom. If it be practicable, improve a heavy loamy soil by adding to and mixing with it looser sandy soil, or a loose poor soil by enriching it with loam or compost. Keep all stones out of the bottom; they may be used above the roots, or better, on the surface. Providing proper drainage is the best means of improving ground for tree planting. Use no manure except as a top dressing.

2. Planting is best done by two or three persons. A, who manipulates the tree is the planter, and responsible for the result; B and C do the spading under his direction. A places the tree in the hole, to ascertain whether this is of proper size; a board or stick laid across the hole aids in judging the depth. Trees should not be set deeper than they stood before, except in loose, poor soil. *More trees are killed by too deep planting than the*

reverse. If the root system is developed sideways but not centrally, as is often the case, a hill is raised in the hole to fill out the hollow space in the root system, and the earth of the hill is patted down with the spade. When the hole is in proper order, A holds the tree perpendicularly in the middle of the hole, with the side bearing the fullest branches toward the south or southwest, for better protection of the shaft against the sun. B and C spread the roots into a natural position, then fill in the soil, using the good soil first—small spadefuls deliberately thrown over the roots in all directions—while A, by a slight shaking and pumping up and down of the stem, aids the earth in settling around the rootlets. *A close contact of the soil with the rootlets is the secret of success in planting.* Only fine mellow soil, not too moist, and free from stones, will permit such close adjustment to the rootlets, which should also be aided by hand and fingers filling in every crevice. A, while setting the tree, must exercise care to keep it in proper position and perpendicular, until the soil is packed so as to keep the tree in place; then B and C rapidly fill the holes, A treading down the soil firmly after a sufficient quantity is filled in, finishing off a little above the general level to allow for settling, and finally placing the stones or any mulching around the stem.

WATERING.

The practice of using water while planting can hardly be said to be a good one, unless the water is very carefully applied with a "rose," after the soil is well filled in and packed around the fibrous roots. Especially with a soil which has a tendency to clog, there is great danger of an uneven distribution and settling, with consequent empty spaces between the roots. *More trees are probably killed by too much water in transplanting than by too little.* Water after the transplanting (and perhaps before the last shovels of earth are filled in) especially if the soil was dry, is useful and should be applied during the hot season, choosing the late afternoon or evening for applying it.

AFTER CARE.

Any mulch of waste material, hay, straw, or better, wood shavings or chips, sawdust, or even stones simply placed around the foot of the tree, is of excellent service in checking evaporation.

Keeping the ground free from weeds and grass, and preventing it from baking, by occasional hoeing and raking, is advisable. To prevent the trees from being swayed by the wind, if of larger size, they should be staked firmly; a loose post is worse than none. The tying should be so done as not to cut or injure the tree; a tree box insures more safety against accidents. With the development of the crown, it becomes necessary to trim it, so as to carry the top above reach. Trees are not benefited by being used as hitching posts, or climbing poles, or other frolic.

SUMMARY.

Summarizing the elements of success in tree planting, they are:

1. Trees suitable to soil and surrounding conditions;
2. A well developed root system, kept in living condition;
3. Wide holes and mellow soil;
4. Firm packing of soil around the roots.

CHOICE OF KINDS.

Leaving out conifers, which require more careful handling and better situations than are, as a rule, to be had on occasions like that in view, there are over a hundred indigenous species to choose from for planting on the Atlantic side; of these, thirty to forty might deserve attention for Arbor Day tree planting, according to climate, soil, and situation, or object. It is best to limit the choice for this occasion to trees of recognized merit, native to your locality; opportunities will vary the choice. It is only possible here to name the following selections, which admit of a wide application in the Atlantic States:

Three trees to be planted where nothing else will grow—easily transplanted, growing rapidly, but short lived, liable to injuries, root sprouting, soon scraggy looking, unless specially attended: Silver maple, Carolina poplar, and box elder.

Four trees among the best for street and lawn: Sugar maple, red maple, linden, and elm.

Five trees desirable for lawn and yard: Tulip tree, red oak, willow oak, black cherry, and sweet gum.

Six trees suitable for special positions: Sycamore, black birch, ash, black walnut, chestnut, and beech.

Two foreigners of note: Horse chestnut and paulownia.

The California black walnut has been recommended by Nurseryman J. T. Bogue, of Marysville, as being one of the best trees for this purpose in our State, and being greatly interested in the matter of school ground decoration, he will donate this tree, in numbers to suit, to all County Superintendents applying for same.

EXHIBIT B.

COUNTY HIGH SCHOOL BILL.

AN ACT TO AUTHORIZE THE ESTABLISHMENT OF COUNTY HIGH SCHOOLS, AND PROVIDE FOR THEIR SUPPORT.

*The People of the State of California, represented in Senate and Assembly,
do enact as follows:*

SECTION 1. There may be established in any county in this State one or more County High Schools; *provided*, that at any general election held in such county after the passage of this Act, the majority of all the votes cast at such election shall be in favor of establishing and maintaining such County High School or Schools at the expense of the county.

SEC. 2. The Board of Supervisors may, at any general election to be held in any county after the passage of this Act, submit the question to the qualified electors of establishing a County High School. Said election shall be conducted in the manner prescribed by law for conducting elections. The ballots at such election shall contain the words "For County High School," and "Against County High School." It shall be the duty of the officers of said election to certify the result to the County Clerk, and if the majority of all the votes cast are in the affirmative, the County Clerk shall record the result.

SEC. 3. It shall be the duty of the Board of Supervisors, within twenty days after the meeting, to locate the school in some suitable and convenient place in said county. The Board of Supervisors shall also estimate the cost of purchasing a suitable lot, erecting a building, or the purchase of building and lot, and furnishing the same, for the accommodation of such school.

SEC. 4. When such estimate has been made it shall be the duty of the County Board of Education to procure and adopt plans for the building, or the purchase of building and lot, with specifications which shall come within the estimated cost, and report the same to the Board of Supervisors within sixty days. Upon the approval by the Board of Supervisors of said plans with specifications, the Board of Supervisors shall thereupon proceed to levy a special tax upon all the assessable property in the county, sufficient to raise the amount estimated as necessary for purchasing a lot, procuring plans and specifications, erecting a building, furnishing the same, and fencing and ornamenting the grounds. Said tax shall be computed, entered on the assessment roll, and collected in the same manner as other taxes are computed, entered, and collected, and the amounts when collected shall be deposited in the County Treasury, and be known and designated as the County High School Building Fund, and shall be drawn from the treasury in the manner provided by law for drawing money from the treasury appropriated for special purposes.

SEC. 5. The Board of Supervisors shall secure, in the name of the county, the title to any lot or lots, let the contract for building, see that the work of construction is properly done, that the building is properly furnished, and the grounds properly fenced and ornamented; *provided*, that they may purchase, enlarge, or repair any building already constructed in the county, which may be suitable for the purposes, and in their discretion they may rent a building temporarily.

SEC. 6. It shall be the duty of the County Board of Education to furnish to the Board of Supervisors, annually, an estimate of the amount of money needed to pay all of the necessary expenses of running said school; to adopt the necessary text-books (the State series shall be used in grades and classes for which they are adapted); to adopt and enforce a course of study for said school; to employ suitable teachers, janitors, and other employés, and discharge such employés when deemed advisable by them, and to do any and all other things necessary to the proper conduct of the school. The course of study shall be such as will, when it is completed by the student, fit him for admission to the University of California.

SEC. 7. It shall be the duty of the Board of Supervisors to include in their annual tax levy the amount estimated by the County Board of Education as needed to pay the expenses of conducting the County High School, and such amount, when collected and paid into the County Treasury, shall be known as the "County High School Fund," and may be drawn therefrom in the following manner, for the purpose of defraying the expenses of conducting said County High School: The County Board of Education shall draw their order on the County Superintendent of Schools, in the manner and form provided by law for School District Trustees drawing orders on their District School Funds, and the County Superintendent shall draw his requisition on the Auditor, who shall draw his warrant on the County Treasurer in favor of the person or persons to whom the amount called for in such requisition is due. All orders, requisitions, and warrants drawn on the "County High School Fund," in all other respects except as specified in this Act shall be subject to the law governing school districts.

SEC. 8. In case the qualified electors of any county deem it expedient to establish and maintain more than one County High School, then such additional school or schools may be established and maintained in the manner prescribed in this Act for establishing and maintaining a County High School.

SEC. 9. All County High Schools shall be open for the admission of graduates holding diplomas from the County Grammar Schools of the county, and to all pupils of the county who can pass the examination for admission. The examination for admission shall be conducted by the County Board of Education and the Principal of the County High School.

SEC. 10. This Act shall take effect from and after its passage.

EXHIBIT C.

FREE TEXT-BOOK BILL.

AN ACT AUTHORIZING SCHOOL DISTRICTS, CITIES, CITIES AND COUNTIES, OR INCORPORATED TOWNS, IN THE STATE OF CALIFORNIA, TO FURNISH THE CHILDREN OF THEIR RESPECTIVE PUBLIC SCHOOLS WITH THE FREE USE OF SCHOOL TEXT-BOOKS.

The People of the State of California, represented in Senate and Assembly, do enact as follows:

SECTION 1. At the next annual election, after the passage of this Act, for School Trustees in districts operating under the general school law of the State, or for members of Boards of Education or School Trustees in any city, city and county, or incorporated town, the authorities thereof whose duty it is to call such election shall, in the method now described by law for the submission of the question of raising a special tax, and in conformity with its provisions, submit to the qualified electors of such district, or city, or city and county, or incorporated town, the question: "Shall an annual tax be levied for the purchase of text-books for free use in the public schools?"

SEC. 2. The election so called shall be conducted in conformity with the law now made and provided for the holding of elections for special tax for school purposes.

SEC. 3. At such election the ballots shall contain the words, "Annual Tax for Free Text-Books," and the voter shall print or write thereafter the word "Yes" or the word "No."

SEC. 4. If the majority of the votes cast are found to be in the affirmative, then the Trustees of the district, or the Board of Education, or Trustees of Schools, in any city, city and county, or incorporated town, as the case may be, shall, upon ascertaining said vote in the manner prescribed by law, estimate the cost of text-books needed for the next succeeding year, and annually thereafter, and report the amount of money necessary to procure the same for the next succeeding year and annually thereafter, to the Board of Supervisors in the case of all districts operating under the general school law of the State, or under the law for the government of any city and county thereof, and to the Board of Aldermen, City Council, Town Trustees, or other officers whose duty it now is by law to levy taxes for the use of said district, in the case of cities and incorporated towns, who shall proceed to levy the tax in the form and manner now prescribed by law, and the taxes so levied shall be computed and entered on the assessment roll and collected in the manner now prescribed for the computation, entry, and collection of other special taxes for school purposes, and when so collected shall be kept separate and apart from all other moneys belonging to said district, or city, or city and county, or incorporated town, and shall be known as the "Free Text-Book Fund."

SEC. 5. If a majority of the votes cast are found to be in the negative, the question may be again submitted at any subsequent annual or special election, in the discretion of the officers whose duty it is made by section one of this Act to submit such question; and whenever a majority of votes cast at such election shall be found to be in the affirmative, the estimate, levy, and collection of money required, shall take the course prescribed in section four of this Act.

SEC. 6. Whenever books published by the State are needed in any city, city and county, or incorporated town in which the use of text-books shall have been declared free, as described in the foregoing sections of this Act, the Board of Education or Trustees of Schools in such city, city and county, or incorporated town, shall cause, in the manner prescribed by law for the drawing of warrants, a warrant to be drawn upon the proper Treasurer, whether of county, city, city and county, or incorporated town, against the "Free Text-Book Fund," belonging to said city, city and county, or incorporated town, for said amount, in favor of the Clerk or Secretary of said Board of Education or Trustees of Schools, and it shall be the duty of said Clerk or Secretary to send immediately the amount so drawn to the Superintendent of Public Instruction with his order for books needed. Whenever any books published by the State are needed in any district of any county operating under the general school law of the State in which the use of text-books shall have been declared free, as prescribed in the foregoing sections of this Act, the Trustees of said district shall transmit a list of the books required to the County Superintendent, together with an order for a requisition upon the County Auditor for the amount of money needed to pay for the same. Said order shall direct the requisition to be drawn in favor of the County Superintendent upon the "Free Text-Book Fund" of said district, and upon receipt of such requisition, it shall be the duty of the Auditor to draw his warrant for said amount against said fund in favor of said County Superintendent, who shall immediately transmit such amount, with his order for books needed, to the Superintendent of Public Instruction.

SEC. 7. Whenever books, adopted by the proper authorities and not published by the State, are needed for use in the public schools, they shall be purchased and paid for in the manner now prescribed by law for the purchase and payment of school supplies; *provided*, that payment shall be made in all such cases from the "Free Text-Book Fund."

SEC. 8. The books, after being put into use, shall, in all cases, be considered as the property of the ——— district, city, city and county, or incorporated town where used, and shall be kept in the school library to be loaned to the pupils under such rules as may be prescribed by the School Trustees or the Board of Education; *provided*, that each book shall be stamped on the fly-leaf and title page, and on every hundredth page of the book with the following words: "Department of Public Instruction, State of California, ——— County, ——— District;" and the County Superintendent is hereby authorized and instructed to procure such stamp for each district in his county, and to pay for the same out of the Library Fund of such district. Any pupil who shall lose or destroy a book, shall be obliged to replace it by a new one. Failing to do this within a reasonable time, such pupil shall be refused a seat in school until such restitution is made.

SEC. 9. In all districts, cities, cities and counties, or incorporated towns

in which the use of text-books shall have been declared free, in the manner described in the preceding sections of this Act, it shall be the duty of all Principals of schools where more than one teacher is employed, and of all teachers in other schools, to take an account of the books loaned to each pupil at the beginning of each term, and during the term, and to see that such books are returned when a pupil finally leaves the school, or at the end of each term; and to make a report to the Secretary of the Board of Education, or Clerk of the Board of Trustees, stating the number of books of each kind on hand, and their condition, and giving the names of any pupils who have neglected or refused to return the books loaned to them. During vacation the books shall be in the custody of the authorities having charge of the other property of the district.

SEC. 10. Any teacher, school officer, or other person who shall procure or cause to be procured, under this Act, any school book or books from the State Printing Office for any other purpose than that described in this Act, or shall use or give away books so obtained for any other use than for the pupils and teachers in the public schools of this State, shall be guilty of a misdemeanor.

SEC. 11. This Act shall take effect from and after its passage.

EXHIBIT D.

STATE TEACHERS' ASSOCIATION.

STATE TEACHERS' ASSOCIATION FOR 1888.

The California State Teachers' Association for 1888 convened in the Assembly Chamber of the State Capitol, Sacramento, Wednesday afternoon, December twenty-sixth.

Prof. Albert Cook, President of the Association, called to order, and Miss Mary E. Morrison, of San Francisco, took her place at the Secretary's desk.

The following committees were appointed:

On Nominations.—J. B. McChesney, of Oakland; E. T. Pierce, of Pasadena; A. J. Tiffany, Nevada; D. C. Clark, Santa Cruz; Charles H. Murphy, Tulare; Dr. W. B. Howard, Stanislaus; Miss Harriet McCormack, Sacramento; Miss Myra Parks, Lassen; T. E. Kennedy, San Francisco.

On Place of Meeting.—Ira G. Hoitt, State Superintendent; A. L. Mann, San Francisco; Job Wood, Jr., Monterey; W. W. Seaman, Los Angeles; P. M. Fisher, Oakland.

On Resolutions.—Madison Babcock, San Francisco; E. C. Atkinson, Sacramento; G. C. Edwards, Berkeley; Jos. O'Connor, San Francisco; Mrs. A. L. Mann, San Francisco.

The Convention then adjourned to 8 P. M.

The Association reassembled at 8 P. M., with J. H. Pond, Principal of the Sacramento High School, in the chair. The exercises of the evening were in the nature of a reception, tendered to the Association by the Governor of the State and the Mayor of Sacramento. After appropriate opening exercises, the Governor delivered an address of welcome. Among other things he said:

As Governor of the State I am proud of our teachers, and I know I voice the sentiments of the whole people. I am proud that you have adopted the idea of a reformatory or reform school. I would have you talk to the boys. Have them stop their cigarette smoking. Impress them with the fact that they are to be our future citizens and statesmen.

Ira More, Principal of the Los Angeles Normal School, responded in an appropriate and eloquent address.

Eugene Gregory, Mayor of Sacramento, then delivered an address of welcome on behalf of the citizens of Sacramento.

State Superintendent Hoitt responded. He said:

It was not many years ago when the public school teacher was looked upon with little consideration, but to-day the great cities of the nation vie with each other to receive the national gatherings of these character builders. To-day is the second time the Governor has extended the right hand of fellowship and words of welcome to an assemblage like this, of intelligent, earnest, thoughtful men and women. They meet to do battle against ignorance, to make the world of the future better than the world of to-day. On behalf of the teachers I return thanks to the Governor and Mayor for their words of welcome.

Brief remarks were also made by Horace Davis, President of the State University, and others.

SECOND DAY.

The exercises of the day were introduced by the reading of the following appropriate poem, written for the occasion by Mrs. Julia B. Hoitt, entitled, "Sacramento's Welcome to the State Teachers' Association:"

O, sowers of the gracious seed
Whose harvests slow appear,
We come, with hand and heart and voice,
To greet your presence here.

We know that hearts aweary grown,
With hopes and courage fled,
By friendly counsels girt anew,
Press on with buoyant tread.

Though oft a barren, fruitless soil
Seems to your portion given,
Unwavering at your stations stand;
The increase comes from heaven.

And so, God speed you on your course,
Nor lay your burdens down,
Till truth shall gain her righteous place,
And you, your victor's crown.

"The Relation of the University to the Public School," by Horace Davis, President of the University, was then read. It is impossible to give in a brief synopsis a fair presentation of the scope of this important paper. It discussed, in a broad and catholic spirit, some of the most important educational questions of the day.

Frank Morton, Principal of the Boys' High School, San Francisco, read a "High School Criticism of Grammar School Work." The essay was able and interesting. His chief points were: Brief statement of the function of the High Schools and consequent requirements in preparation; comparison of High School requirements with requirements in other vocations; general faults deduced from foregoing considerations; quality of work done by Grammar School teachers, and their shortcomings in appreciation of the true object of education; special faults in special subjects—reading, poorest; lack of moral training in the Grammar School—the perfect teacher; summary and conclusion.

A discussion followed, in which Albert Lyser, of San Francisco, and S. A. Chambers, of Oakland, participated.

E. T. Pierce, Superintendent of Schools of Pasadena, read an essay entitled, "Grammar School Criticism of Primary School Work." He made the following points:

We have too great a gap between the Primary and the Grammar School.

In the Primary we make instruction the chief end, leaving the real education to begin in the Grammar School.

The present arrangement of subjects is faulty, and the strict adherence to it retards the progress of the child and fails to interest him.

The work of the Primary School is too easy, and therefore (a) does not give sufficient scope to the mental activities of the child, and (b) does not furnish sufficient food for mental growth.

We attempt to carry kindergarten methods too far.

By helping children over difficulties they fail to acquire the desire or ability to work, and little foundation is laid for self-help, self-reliance, and perseverance.

The Primary fails to give a symmetrical development of the mind.

In regard to individual subjects, we fail in arithmetic, (a) to teach enough of the practical parts of the subject during the first years, (b) to give enough mental work, (c) to secure

a ready proficiency in the fundamental rules; in reading, we teach words and not the ability to grasp thought from the printed page; in language we have too much mechanical sentence making, and do not give the power to express thought readily; in geography we have too much map study and map drawing, and do not teach a knowledge of the life of the globe.

Our primary curriculum lacks in comprehensiveness, and therefore (a) fails to sufficiently interest children in school, and (b) leaves them at their entrance into the Grammar School with little knowledge or love for the most interesting part of school work.

This paper was ably discussed by Miss M. G. Pierpont and others.

AFTERNOON SESSION.

The Convention reconvened at 1:30 P. M., when Prof. Albert S. Cook, President of the Association, delivered his annual address. It was of considerable length and very comprehensive. In closing he said:

Let Boards of Education and Principals seek for character in the teachers they employ; insist upon it as a prime requisite, and discharge teachers who haven't it.

Before beginning to teach, or as soon thereafter as possible, obtain the broadest, deepest, most human education within your reach. One is not even prepared for teaching arithmetic and geography by the study of these branches alone, much less for the task of rearing up healthy, intelligent, generous, sweet natured men and women.

Maintain your interest in the noblest thought and purest sentiment by actively supporting the Teachers' Reading Circle, or whatever agency brings the best education to your doors, asking you to participate in its advantages there, at your own fireside, and in your own neighborhood.

Teach the best literature in your schools that your pupils can understand. They can understand more than you give them credit for, perhaps more than you are capable of understanding yourself.

Introduce the Bible into the schools, in the least objectionable manner, as soon as public sentiment and Boards of Education will allow. Try to live by its best and purest teachings and induce your pupils to do the same.

Bear in mind the threefold nature of your pupil. Do not stunt the rest of his body in order to cram his brain, or enforce his moral nature for the sake of 87½ instead of 87¼ per cent in examination. Give his affections and love of beauty a chance. He will thank you for it by and by.

Cultivate the spirit of brotherhood with your fellow teachers, and with all the world. Do not bury yourself nor allow yourself to be buried. Come out into the sun, and get warm; if there isn't sunshine enough to go around, try the experiment of contributing a little of your own.

This address was referred to a special committee with instructions to report the following day.

James G. Kennedy, President of Cogswell Polytechnic College, was down on the program for an essay, "What Would be Gained by the Incorporation of Industrial Training with the Public School System." In his absence the following synopsis was read:

Industrial training defined.

Under this head I shall attempt to show the growth of industrial work in the public schools; the industrial side of each study as distinguished from its academic side; in a word, point out clearly what is included in industrial training.

Does there exist a necessity for the incorporation of industrial training with the public school system?

It is my intention to show that there does exist a necessity for this industrial training, and, in obedience to this necessity, the public schools have changed the course of study so as to meet this demand.

The advantages arising from the introduction of industrial training into the public school system.

Industrial training necessary to the development of the whole child—physically, mentally, and morally.

The introduction of industrial training enables the child to do more intelligent work in all of its studies, because through this work the mind becomes more exact in its operations.

Industrial work gives variety to school work, and thus renders it more interesting.

Industrial work, if of the right kind, more largely than any other kind of work develops the judgment, the taste, and the originality of pupils.

It improves the work in their other studies, because it makes the mind more exact in its operations.

Industrial training better fits the child to enter successfully upon its life work.
Lack of moral training in the Grammar School.
The perfect teacher.

Fred. M. Campbell delivered an address on "What Would be Sacrificed by the Incorporation of Industrial Training with the Public School System?" The general drift of the paper was in opposition to the adoption of manual training into our school course.

At the close of Mr. Campbell's address, reports of standing committees were called for. The report of the Committee on Place of the Next Meeting recommended two sessions in 1889—one in July at Pacific Grove and another in the winter at Los Angeles. The report was adopted.

The Committee on Nomination of Officers reported the following:

For President—Prof. Ira More, of Los Angeles.

For Vice-Presidents—D. C. Clark, of Santa Cruz; E. T. Pierce, of Pasadena; M. Babcock, of San Francisco; C. H. Murphy, of Visalia.

Secretary—Mary E. Morrison, of San Francisco.

Treasurer—James T. Hamilton, of San Francisco.

The report of the committee was adopted and the persons elected as specified.

EVENING SESSION.

The Committee on Legislation presented the following report, which was received. At a subsequent meeting it was taken up and after discussion amended to read as follows, and then adopted:

First—That a law be passed providing for the division of the State into three or more Institute Districts, and for the appointment, by the State Board of Education, of an Institute Conductor for each district, at the annual salary of \$2,000, and traveling expenses.

Second—A law empowering County Boards of Education and City Boards of Examination to grant certificates and fix the grade thereof, upon certificates granted in any city or county of this State.

Third—A law empowering the Executive Committee of the California Teachers' Association to have all printing of the association (including the proceedings of all its sessions) done at the State Printing Office.

Fourth—A law granting a pension of \$300 per annum to any teacher who has taught thirty years in the public schools of this State, such pension to be granted only upon retiring from active work as a teacher.

Fifth—A law proposing to amend the State Constitution by striking out from Section 7, Article IX, of the Constitution, the following: "The County Superintendent and the County Boards of Education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions."

The committee also recommend the passage of the following Act:

Whenever there shall not be sufficient money in the School Fund, or funds of any county, or city, or city and county, in the State of California to pay the properly audited warrants upon said School Fund or funds, the Treasurer of such county, or city, or city and county, is hereby authorized and required to pay such warrants out of the Swamp Land, or any of the Sinking Funds, or any other funds of such county, or city, or city and county, which are not immediately needed for the payment of demands against them. Said warrants shall be held as vouchers by the Treasurer in favor of the fund or funds out of which they have been paid, and shall be repaid by the transfer of a sufficient amount of money from the School Fund or funds as soon as any money shall come into said School Fund or funds, after the payment of such warrants.

They further recommend that the association appoint a committee to present such of the foregoing suggestions as it may approve to the Legislature at its coming session; and further, that a similar committee, appointed by the County Superintendents, be requested to confer with our committee to the end that the educational bodies of this State may be united in their requests to the Legislature for improvements in our school laws.

S. D. Waterman, of Stockton, answered objections he had heard charged against the public schools.

He was followed by J. B. McChesney, of Oakland, who claimed that many of the objectors to the public schools were quite similar to those people of ancient times who supposed the sun's light was withheld during an eclipse because of the anger of some spirit. They did not understand the phenomenon, so they attributed it to some cause of which they knew but little.

Rev. C. D. Barrows, of San Francisco, followed with an eloquent address upon "The Moralists' Criticism of the Public School." He claimed that it was entirely within the province of the public school to teach those great central truths which underlie all Christianity, and upon which the moral code was bound.

A. L. Mann, of San Francisco, replied. He claimed that it was impossible for a child to receive the instruction and discipline in the cardinal virtues which the public schools give without receiving at the same time a moral education.

THIRD DAY.

The exercises opened this morning with a discussion on Industrial Training, in which C. J. Flatt, Vice-Principal of the Los Angeles Normal School, and Prof. D. A. Hayes, of the University of the Pacific, participated.

Mr. Flatt took strong ground against the general introduction of such training in the public schools, and Professor Hayes directed his remarks more particularly to a defense of the study of Latin and Greek. His address was both eloquent and masterful.

The Committee on "Curriculum of Grammar and Primary Schools" presented an elaborate report, which was listened to with great interest.

AFTERNOON SESSION.

D. C. Clark, President of the State Teachers' Reading Circle, presented his annual report. While this report did not show that the teachers of the State had been enthusiastic supporters of the Circle, still there was considerable reason for encouragement for the future. He made a few suggestions regarding changes in the workings of the Circle, which were referred to a committee to report as soon as possible. Said committee retired, and in a few minutes reported, recommending the following:

1. That nine parallel courses of reading be adopted.
2. That the President be permitted to name the Secretary.
3. That the Faculties of the State Normal Schools be requested to do all in their power to further the interest of the Circle.
4. That County Superintendents and Conductors of County Institutes also be requested to aid the Circle by presenting its advantages.

F. Slate, Assistant Professor of Physics and Mechanics of the University of California, read an essay upon the "Scope and Aim of the Elementary Teaching of Science." His principal points were:

Science has rightfully a place in the school curriculum, because it both affords mental discipline of a desirable kind not given so well by other branches, and opens up extensive fields of human thought and activity in the past as well as the present.

The mental discipline is, broadly speaking, on the lines of observation and reasoning upon phenomena. Mathematics is no substitute; its materials are abstract conceptions. Language equally fails.

The modern drift in education is towards maintaining vital connection between school

work and life. If persistent effort be made to explain every-day facts by the aid of knowledge that is already gained, we are aiding the healthful tendency, while we are doing the work best adapted to the age of our pupils; we are drilling in "organizing knowledge."

Experiments and laboratory work are valuable adjuncts. But they are of use because they make study objective; not mainly because they make pupils "handy." Manual training has its own justification and its own problems.

Laboratory work must be carefully brought into relation with ideas. Else we have habits of desultory and loose statement, and loose inference from inconclusive evidence.

This paper was discussed by S. P. Meads, of Oakland, Miss Belle Duncan, of Salinas, and Josiah Keep, of Mills College.

J. L. Wilson, Superintendent of the Schools of Colusa County, read an exhaustive essay upon "What Are the Respective Rights and Duties of Parents and Teachers in the Management of Schools?" His chief points were:

The problem in connection with the "Office of the School Trustee" is that of government in its broad sense.

The three forms of government—monarchic, aristocratic, and democratic—are naturally consecutive, and mark distinct successive steps in civilization.

The best form of government has been the question of the age; the above solution is the American conclusion.

In the discussion of the "Office of the School Trustee" the questions are the old ones of government—how shall its incumbent be appointed?—what powers shall he have? *i. e.*—shall it be monarchic, aristocratic, or democratic in its organization? (Aristocratic is here used in its old sense of government by a few of the best.)

In the infancy of peoples, they find it necessary to appoint a guardian over themselves, *i. e.*, an absolute monarch. In monarchies sustaining school systems, they are organized on this basis—the poor have no control, or limited control over their school. This is also true where the preponderating population are ignorant and incapable of managing their affairs, *viz.*: in Alabama the State Superintendent appoints the County Superintendent, who in turn appoints local Boards of Trustees. The same result is reached in other Southern States.

By the aristocratic form of government I mean not only that in which the power is placed in the hands of the few, but also that form in which the few are not chosen by the people governed. It is to be distinguished from the popular sense of the term.

Applied to the "Office of School Trustee," it includes the system wherein the township, including several districts, is the unit: Township Boards, either appointed or elective, hiring teachers and transacting all the business for the schools in the township.

The democratic system is that in which the people elect Boards of Trustees for their districts, with powers plenipotentiary.

It rests upon the idea that the people are capable of rearing their children and attending to their own business. With proper checks, it is the American idea, and that is equivalent to saying it is the correct idea.

The one Trustee idea.

The Trustee. What he is—what he ought to be.

I would warm up the school system with American sentiment, principles and patriotism, and leave it in the hands and hearts of the American people.

EVENING SESSION.

State Superintendent Ira G. Hoitt delivered an able address on "What Are the Respective Rights of Parents and Teachers in the Management of Schools?" He elaborated the following points:

The parent may demand that the teacher train the intellectual faculties of the child to such an extent as to make the mind an engine to do any work to which it may be called.

Exactness, thoroughness, and patience go to make a thinker; and the judgment, the power to weigh evidence, intellectual candor, thoroughness in search and accuracy in statement are the qualities to be developed.

The teacher should inspire in his pupils a reverence for justice, and teach them to enjoy pleasures by their temperate use and to abstain from evil indulgences. They should be made to feel that the indulgence in alcoholic stimulants is a most destructive evil.

The child should be made to know and to practice, as a duty, obedience to authority, and to feel penitence for wrong-doing. Pure thoughts and pure feelings should pervade the minds of the pupils, and moral thoughtfulness should be securely enthroned. The teacher and the school should discipline these moral qualities. They are more valuable than "all the stores of learning."

The child's individuality should be respected, and he should be taught the correct value of things.

The conclusion is inevitable that the parent has the right to require of the teacher that he cultivate the intellect, train the eye and the hand, care for the health, nourish the morals, arouse the patriotism, stimulate the energy, and exert every influence to return the child to his parents a self-respecting, self-reliant, law-abiding son or daughter, capable of doing something and being somebody: thoroughly imbued with such a moral influence as must command unhesitating and unequivocal obedience to law, induce neatness, enjoin sobriety and temperance, require attention and industry, quicken the wits, promote respect for society, encourage independent thinking, create a love for the beautiful, exact loyalty to truth, and inspire a reverence for God. This much the parents have a right to demand of the teacher. It is the duty of the teacher to meet cheerfully and efficiently all these requirements.

C. C. Stratton, President of Mills College, read an essay upon "By What Method Can a Teacher Educate the Parent?" He assumed at the outset that the duties of parents and the rights of teachers are not fully recognized. The interests at stake are very great, embracing the present and future welfare of the child, and parents and teachers should work together for the common end. But we find parents withholding authority which legitimately belongs in the school-room, failing to sustain the discipline of the school, making disparaging remarks in the presence of students concerning the character, ability, or work of the teacher, withholding that confidence and information which are so essential in order that the nature of the child may be clearly understood and intelligently addressed.

These facts suggest the urgent need of some remedy. The parent as well as the child must be educated. But how? One will say, we must resort to the printing press. Another would have recourse to the lecture platform. A third would educate the rising generation, that the light of parental responsibility spread through the regular work of the school.

To my mind, none of these remedies promise an adequate remedy. If the teacher would command the reverence for his character and the respect for his opinion and rights, which are accorded to the clergyman, the physician, and the lawyer, he must strive to rival these learned professions, in the mastery of his chosen calling, and the extent of his attainments. As a rule, men are taken at their worth, not in this calling or that, but at their intrinsic worth. The lawyer's claims are regarded, because he can successfully manage our business, and the physician's because he can successfully care for our health, but not because of their titles or degrees. The teacher should be, from the start, the oracle of the school-room, and come to be the oracle of the neighborhood. The direct and the only road to this elevation runs by the way of thorough scholarship, adequate professional training, and a richly stored mind. Then, but not before, will professional character and pride and enthusiasm and success command the neighborhood as they command the school-room.

At the conclusion of Dr. Stratton's address, the Association adjourned.

FOURTH DAY.

The exercises of the Association opened this morning with a paper on "The Kindergarten in the Public School," by Mrs. Sarah B. Cooper, of San Francisco. This address was listened to with absorbing interest by the audience, and all were deeply impressed with the belief that Mrs. Cooper saw in the kindergarten wonderful opportunities for good. The key note of her address was the prime necessity of educating all the fac-

ulties of the child symmetrically. Her paper was unanimously indorsed by a vote of the Association.

This was followed by a paper entitled "Making our School-Rooms Beautiful and Attractive," by Miss Fidelia Jewett, of the San Francisco Girls' High School. The subject was admirably treated, in fact the paper was something so unique and discussed a topic of such vital importance to our schools that the Association desired its publication in the "Educational Journal." At the close of the paper, President Cook stated that he desired to present a large photograph, suitably framed, to that school which should make the most improvement in school-room decoration during the next six months, the award to be made by State Superintendent Hoitt at the next meeting of the Association at Pacific Grove.

The Committee on Resolutions reported the following, in addition to several others, extending thanks to all who in any way had contributed toward making the Association a success:

Resolved, That it is the sense of this Association that the best interests of the schools of California demand that kindergarten instruction be made a part of the common school course, and to that end we recommend that children be admitted to the schools at the age of five years.

Resolved, That the President of the Association be instructed to appoint a committee of five, whose duty it shall be to investigate the subject of manual training, and report the results of their investigation, and, if found feasible, a plan for its incorporation into the schools of the State.

Resolved, That we recognize the importance of the State Teachers' Reading Circle as an educational factor; that we heartily indorse the movement; that we earnestly request all County Superintendents to present the subject of the Reading Circle at their County Institutes, and urge upon their teachers the advantages to be derived by pursuing the course of study.

Resolved, That we reaffirm the resolution passed at the last annual meeting requesting the Board of Regents of the State University to establish a Chair of Pedagogics in that institution.

Resolved, That we publish and distribute to the members of this Association the proceedings of this meeting and of meetings to come; to this end that a committee of five be appointed by the Chair to determine ways and means to publish the proceedings of this meeting.

Resolved, That the Chair be instructed to appoint a committee of nine to incorporate the California State Educational Association, and that said Association, when incorporated, shall require a life membership fee of not less than \$10, and an annual fee of not less than \$1.

Resolved, That we urge upon the Legislature the importance to the youth of California of a law prohibiting the sale of cigarettes to minors.

Resolved, That this Association learns with regret of the retirement of Mr. James Denman, of San Francisco, from the profession of teaching, which he has adorned for two score years. That we assure him that his services as member of the first State Convention held in 1853, and of every State Convention that has assembled since that time, as President of this Association, as Principal of the first free school in San Francisco, as Superintendent of that city for three terms, and as Principal of the Denman School for thirty years, will never be forgotten. That we congratulate him upon the good fortune that enables him to retire from the arduous work of the school-room while he is still vigorous in mind and body, and hope that he will continue to give us the encouragement of his presence and the benefit of his counsels for many years to come.

Resolved, That we have heard with feelings of profound regret that our former Secretary, Miss May Madden, has gone from this Association to take a life membership in one toward which many of our hearts yearn with untold longing, and that we extend to her in her new relation our hearty congratulations and best wishes.

Resolved, That we recognize liquor saloons as schools of vice, directly opposed to all the ends sought by our public school system, and that we believe all teachers should, by precept and example, labor in accordance with this belief.

Resolved, That in the death of George Tait, who was for several years a leading educator in the State at the time when such services as he could render were of great value, the profession to teaching has lost an active friend and the State a useful citizen.

The President appointed committees in accordance with the above resolutions.

The incoming officers were then installed, after which the Association adjourned.

STATE TEACHERS' ASSOCIATION FOR 1889.

The meeting originally set for the last week in December was postponed, on account of the inclemency of the winter, to March, 1890.

The Association assembled on the eighteenth of March at Los Angeles, Prof. Ira More, of the Los Angeles Normal School, being the presiding officer.

The minutes of the midsummer meeting, held at Pacific Grove in June, 1889, were read and approved.

Hon. Ira G. Hoitt, the State Superintendent, read a communication inviting the Association to hold its next meeting in the city of Stockton in December, signed by the City Council and other city officials.

A similar invitation was presented from the Educational Boards of Stockton City and San Joaquin County.

Mr. Atherton, of San Diego, presented an invitation from that city to meet there.

It was moved that the matter be laid on the table, to be taken up later. Carried.

The chair appointed Committees on Music and on Resolutions.

The following special committee was appointed to draw appropriate resolutions relative to the late J. L. Wilson, Superintendent of Colusa County: P. M. Fisher, Ira G. Hoitt, C. H. Murphy, Miss Vivian, Miss Murphy.

TELEGRAPHIC GREETING.

The following telegram was read:

LAWRENCE (Kan.), March 18, 1890.

President State Association, Los Angeles, Cal.: Please present my hearty greetings, hoping for reunion at St. Paul the coming summer.

J. H. CANFIELD,
President National Educational Association.

After a short recess, on motion of C. H. Murphy, of Tulare, it was resolved to set aside an hour during the session as a memorial in honor of the deceased J. L. Wilson, when appropriate exercises will be held.

Delegates to the National Convention to represent the California State Association were then appointed.

AFTERNOON SESSION.

The first exercise on the program for the afternoon was the annual address by President Ira More.

PROFESSOR MORE'S ADDRESS.

It is well to pause at times and look backward to see the history we have made in the past, and by it to forecast in some measure that which we are about to make; not, however, to make definite plans and expect to realize them. Life is made up of the unexpected, and our future has about it something of the uncertainty of a California rainy season. The educational prophet and the weather prophet are alike swallowed up by the flood of unlooked-for things.

Time was when the public schools were simple. Reading, a little arithmetic, a little geography and grammar, formed the whole curriculum. But great possibilities are open to him who reads, and the multiplying needs of men call for a wider culture of brain, as well as for a more perfect handiwork. The manual dexterities are separating, and we have blacksmiths, and silversmiths, and carpenters, and shipbuilders. But the brain work is all confined to the same public school, and the studies are piled on. Arithmetic grows into algebra and geometry; geography spreads into physical geography, with geology and mineralogy added; grammar, no longer content with dry language forms,

called parsing, seizes the living language, and inhales a spirit into dry bones; it becomes language teaching, and deals with living authors, expanding into rhetoric, literature, and oratory. Chemistry creeps in, and the celestial study, astronomy. And shall man know nothing of himself? Physiology, an epitome of all sciences, and psychology must have place. And the school staggers under the immense added weight, and the schoolmaster, in despair of mastering these many things, becomes a superficial ignoramus or an encyclopaedia.

Nor are we at the end of this piling-on process. It has been discovered in these days that boys do not take quite kindly to the saw and the plane and the hammer, to the plow and the pruning shears, or to the miner's pick and shovel; that the girls love fine clothes and novels and shopping expeditions, rather than the household kitchen, with its never-ending rounds of dishes to wash; that they disdain to marry honest men as poor as themselves, and help to make a living in the world, but must have carriages, servants, and all that. A great evil this, in so far as it is true, and we are charged with the duty of correcting it. We are to give manual as well as mental training, to teach all trades, to make the school house a miniature university of workers in wood and metal, of bread makers and wielders of the needle, of cultivators of the soil and orchardists, of miners, typesetters, and engravers.

Then the professional reformers have learned that time is wasted upon the old, tough, hardened sinners, and have turned their eyes to the schools, and demand that the teachers shall give so much of their time to this or that enormity or social wrong, that little time or strength is left us for anything else.

Do not understand me as being in despair over this matter. There is a good time coming, and I think that our eyes may almost see the beginning of it. We may learn a lesson from the manual industries. Once upon a time, a man builded his own house, made his cooking utensils, cultivated the soil with implements of his own making, raised the wool that he made into clothing for himself and family, and slaughtered his own beef and pork. But when civilization called for nicer workmanship and greater variety, how gloomy the prospect! Can he possibly master all these things? But no, the division of labor comes to his aid, the work that he did is shared among a hundred people, and he now lives better by doing one thing well than formerly by doing a hundred things poorly.

We are now at the worst of our estate. Already special schools have lifted from our shoulders the professions; and we can easily see that in the not distant future technical schools will have relieved us of the sciences, one by one, and of all the manual industries. There will be schools for every department of wood working; every metal will have its special workshop. Cooking will have a school of its own, and no art is in greater need of one. And the study of all forms of life injurious to the special forms which minister to our wants, will have a school for the training of special students. While the public school teacher will be limited to the development of mind and body up to the strength required for the quick and intelligent mastering of the special line of work which the student may choose.

History easily shows us backward as well as forward steps in the past, even in the most progressive ages. We have made some such retrograde progress in California public school matters. The relegation in 1880 of all power to the several counties was such a step. Instead of one system, we have more than fifty systems. Each county fixes its own standard, holds its own examinations, chooses its own text-books, and if churlishly disposed, makes it more difficult for a teacher to enter it from another county than it is for a wild Chinaman to find entrance to the United States. A single dishonest clerk broke up the State system; but the Legislature at the last session was actually obliged to make a law to prevent members of County Boards from directly fitting applicants for certificates, to pass examinations on the questions which the same County Boards were about to make out. Instead of doing away with dishonesty, we have multiplied its opportunities. A tendency to return to the State system is quite strongly marked, but a constitutional provision which stands in the way is a serious obstacle, and the time may be long deferred. But it is surely coming. In fact, at no distant day we may look for a national system of education, and then in no portion of this broad land will the masses of the people be masses of solid ignorance.

Another step backward is the practical orphanage of High Schools. They are not children of the State, but step-children; not provided for, but allowed to exist, subject to the capricious will of the localities in which they are placed. The need of these schools, and the good work done by them, has fortunately kept their number from diminishing in the past ten years, but they have not increased as they would have done under more fortunate circumstances. The State takes just pride in its University and in its Grammar and Primary Schools; in the top of the broad staircase of learning, and in the bottom of the same; but cuts away the intermediate steps. The Grammar School Course is but a sorry substitute for piecing the two ends together. It isn't long enough, and the wood is weak and splintery, instead of the solid oak. I believe that with combined and vigorous effort on the part of the educators (and are we not all equally interested, whatever our position?) will bring the State to the more liberal policy of setting the High School once more in its place at the family fireside.

The University is the head of the public school system and should look down and take a lively interest in all the lower grades; as Quintilian, when he would train an orator, the highest type of intellectual manhood among the Romans, commences with the earliest primary instruction; not that the schools should be subservient one to another, or under the supervision one of another. There are three units, articulate; that is, they

may be joined at the ends but not fused nor overlapped. The Grammar School should be perfect in itself, not a preparatory department for the High School. Nine tenths of its students will end their work there, and should do so. The High School should be complete in itself. Nine tenths of its students will go out from its walls to the work of the world, and properly. It is a wrong for the High School to set up an ideal standard of fitness for admission, and compel the Grammar to become a fitting school, and equally so for the University to compel the High School to swerve an iota from the course of study which will best fit the student for entering into active life without further preparation.

It is somewhat curious to note the enormous change that has taken place in the college, or university, as it is now more popular to call it, within a comparatively brief period. Forty-two years ago Abbott Lawrence gave \$100,000 to found a scientific department of Harvard. Until then the food of college students was Latin for breakfast, Greek for dinner, and a mixture of the two, with a spice of Hebrew, for supper. English studies were almost entirely neglected. Any learning less than two thousand years old was looked upon with suspicion. Lawrence's gift was an entering wedge. Could the conservative faculty of Harvard have suspected the upheaval to follow they would have thrown it into the sea. Yale followed with her scientific department; then Brown University, and Bowdoin. The heaven was working. But science must be taught in English, and possibly this neglected modern language held other things worth studying. Literary courses were established, and mixed scientific and literary. And while grave professors were proving, and not always with sweetness of temper, the vast superiority of their loved Greek and Latin, the American boys and girls had settled the question in a practical way. There is no logic like the logic of events. They had deserted the ancient classics, and swarmed into the classes engaged in modern and living work. At Berkeley, excluding the special schools of law, theology, and medicine, less than one seventh of the students taking regular college courses are upon the old classical course.

Our next advance needs to be in the teaching of morals. Did you ever notice the singular unanimity of opinion upon this point? Should I ask the question, what part of our work overshadows all the rest in importance, your voices would mingle in one: The building of character; truthful, honest, industrial, economical, merciful men and women. And the next day we go into the school-room and put our utmost energy into building the power of language, the power of numbers, of form; and leave the moral virtues to come in as incidentals. These things ought not so to be; and earnest, thoughtful teachers have long sought a way in which, while avoiding set lectures on morals, dull at all times to grown people as well as to children, should have a set purpose and a method in the imparting of moral instruction and the building of character.

We may not, as you know, give much definite religious instruction. The school law of California says: "No publication of a sectarian or denominational character must be used or distributed in any school, or be made part of any school library; nor must any sectarian or denominational doctrine be taught therein." We must not teach sectarianism; and it seems that every religious principle has been seized and a sect built upon it. One sect holds to immersion, another to predestination, a third to free will, a fourth to apostolic succession, a fifth to universal salvation, a sixth to miraculous healing—but time would fail me to enumerate the half of them. These sects have lost much of the bitterness of fifty years ago, but are still sufficiently set in their ways to make it warm for the unlucky teacher who should impart religious instruction in any manner varying from their religious belief. Only the universal may be taught. There is a God, in whose presence we stand, and to whom we are accountable for every action, and who gives a verdict, not as man judges, by the outward act, but from the intent of the heart. Further religious teaching than this is impossible, in a public school where every right of conscience is respected. When the State adopts a church, then will its catechism become a manual of religious instruction; but until that somewhat distant day arrives, he who insists upon religious instruction demands the impossible, and thus becomes, not the friend, but the enemy of the public schools.

But we must teach morals; the State demands it, and formulates a law, in somewhat loose but emphatic language: "It shall be the duty of all teachers to endeavor to impress upon the minds of all pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood, and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship." Let us define the obvious meaning of our legislators in framing this law: First—The moral includes the duty of man to his fellow man, to himself first, to his neighbor next, then to the sixty millions forming our country; and the law stops there, but we may add, to the human race everywhere. It is, in the best sense of the word, of the earth, earthly.

The religious deals with our duty to God, to love, reverence, and worship. Faith is its handmaid, and it gives promise of the life beyond the grave. It is of the heavens, heavenly.

While the moral and the religious are somewhat intimately connected, and are blended in every perfect light; still their elements are easily separable, and, according to that truest maxim of teaching, "One thing at a time," they should be taught: First, the moral, as a foundation on which all religious culture may be afterward built, then the religious. The State provides for the former, but is obliged to leave the latter to the family, the sectarian school, and the church.

A brief statement of the origin of the moral sense in man will suffice. God has placed him in the world the weakest of animals. His weakness drives him to combine with his fellow man and become gregarious. Now the necessity of living in bands compels

each individual to respect the rights of all others in the same band. You will observe that even when banded together for evil purposes, men are true to all others in the same company. Thieves and robbers are true to each other; the band can exist only while they are so. Take the wild Arab of the desert, whose hand is against every man outside the limits of his tribe, but within he is gentle and loving, true, and considerate. The American Indian is the most outrageous liar living—to all beyond his own tribe. White men live near them for years, and never hear a word of truth spoken; but they do not lie to each other. As men become civilized the band becomes larger, and the sympathies are widened, and the moral virtues—truthfulness, respect for property, respect for person, industry, economy, mercy—are extended to wider and wider circles, until we may hope that in some not very distant future time the whole earth may be of one brotherhood, and man's rights be everywhere respected by his fellow man.

The moral code is essentially the same everywhere, whatever the religious code may be. Whether the people worship the true God, or bow down to idols, the commands, "Thou shalt not kill," "Thou shalt not steal," "Thou shalt not lie," "Thou shalt be industrious," "Thou shalt be merciful to thy neighbor," are in all written and unwritten laws of Christian and Jew, Mohammedan and Zoroastrian, Brahmanist and Buddhist; for all men are under the same necessity of community dwelling. A pure religion is built upon a pure morality.

And this brings us to the teaching of morals in schools. Every teacher in his school-room has before him a community under the very best conditions for moral training. The vices of the world are here in little, as well as its virtues. The germs of every crime in the calendar are seen by the teacher in his daily round of duties; and every incentive to truthfulness, industry, and honesty that the world holds out to its citizens he presents to his little community. He needs to keep in mind constantly the moral bearing of every act; to draw from each mind and make permanent by habit its best impulses, and repress the worst, until each life shall conform, so far as in it lies, to the golden rule, which sums in brief phrase the entire round of moral duties.

Wanted—a measure of the teacher's success. Eminent teachers have always known that true education is power of judgment and thought and will. Plato knew it; so did Quintilian and Bacon. Now this thought is becoming real to the popular mind. Every educational magazine teems with it; and although the specious results of memory work or cramming still hold many in thrall, the beginning of the end of that vicious system is seen.

If you would do a thing easily, get the planet to help you; so we, when the powerful governments of the earth stand shoulder to shoulder to support and help on our work, must succeed. Prussia, crushed to earth by French valor, conceived the happy thought of regaining her lost power by educating. When a full generation of her sons had been trained, she whipped Denmark in the Schleswig-Holstein matter; Denmark educates. Austria is overthrown in six weeks in 1866. She wakes up, rubs the gathering film from her eyes, and educates. France receives with immense astonishment her drubbing in 1870, and her zeal in education almost outruns prudence. The Russian bear rouses from its hibernation, and calls for schoolmasters. Sweden, Norway, and Italy see their only chance for independence, and educate; and even England, safe from invasion, fears the loss of her manufacturing supremacy, and educates her masses.

The education thus undertaken with selfish intent has wide-reaching beneficent results. God overrules the selfish purposes of men. The nation that educates, whatever the aims and purposes, trains for liberty in the interest of the whole race.

Mr. James G. Kennedy, Principal of the Cogswell High School, San Francisco, next gave a very important address on "Industrial Education." He commenced with showing the need of a careful study of the basis of education—mechanical training. "In the infancy of the race," he said, "man was led to physical action as a means of gathering his food. Then came agriculture, barter, commerce, and mechanical pursuits. The first development of a system of expression was by sign-drawing. Other physical actions followed, and thought on the physical basis."

Mr. Kennedy explained the industrial methods of study as at present required in the best schools. In the San Francisco High School there is a three years course. He mentioned drawing and designing from original creative efforts of the pupils; then followed industrial art, Egyptian designs, wall paper designs, wood carving, metal work, "the boys learn the use of chisel, saw and plane, mortising and framing. Simple outfits only are required. Much of the work is done with a two-foot rule and a pencil.

"Next comes the iron shop. It is found that the best mechanic is the

best student. Boys from fourteen to fifteen years of age are engaged in wood work; from fifteen to sixteen, in iron work. Next they are taught to make machine tools themselves. Thus they become universal blacksmiths, learning the principles that underlie the work. In two hours the pupils gain all the instruction which they can properly assimilate in the twenty-four hours of the day. The study is very interesting, and it does away with the problem of school government. It is a fine method of training to test the perceptive faculties, originality, and judgment." Mr. Kennedy then explained the uses of the various designs, models, and tools exhibited.

Mr. N. C. Twining, of Riverside, read an essay on "The Spelling-book in School." He referred to Noah Webster's complete dictionary of the English language, and to his familiar spelling-book.

Closely following Webster came Dr. J. E. Worcester, then Hammond's Lexicography, and reference was made to pioneer publishing houses of established reputation.

"Some recommend," he remarked, "that the spelling-book should be banished from the school-room. Oral spelling is not proper spelling, it is description only. First, should come definition; second, correct use of the word; third, enunciation; fourth, description. The real object in spelling is to set a correct mental picture of the word. Use the reader.

"Should a child be shown his own mistakes? Educators differ on this point. Material for spelling is found in the reading lesson. All words likely to be misspelled should be written on the black-board. Spelling is unknown among the Germans. Spelling is nothing compared with the right use of words. The following are good rules: Let the lesson be conducted in reading. Don't let the pupils spell a word that they don't know anything about. Every word outside of the children's experience should be omitted."

After the essay, Mr. Hoitt's motion with reference to the place of the next convention was taken from the table. Several teachers, including one lady, expressed their views with reference to San Diego and Stockton. Finally San Diego was chosen by a unanimous vote, and all parties appeared satisfied.

The last essay of the afternoon was a paper on "Ornamental Trees and Shrubby for School Grounds," by Mr. C. M. Drake, of Ventura.

He spoke of the great advantage resulting from gardens in school yards, enumerating many of the best varieties of plants. He explained the favorite manner of propagating and setting out plants, advising the use of tumblers for the tiny seedlings. The best methods of securing good results at a minimum of expense and trouble were pointed out.

One of the best essays of the afternoon was "The Spirit of the Teacher," by H. E. Cox, Vice-Principal of the Santa Cruz High School. He remarked that the spirit of the teacher should be the spirit of progress. No dull or unpromising pupil should be turned out of school. The teacher should learn to love all her scholars. "It is not a question of government, but of reflecting the divine pattern." The entire essay was replete with excellent advice.

EVENING SESSION.

In the evening the Association was tendered a reception at Turn Verein Hall, on invitation of the Los Angeles County teachers. The platform was beautifully decorated with plants and flowers.

A very entertaining program was rendered as follows:

Music by a quartet—"More and More."

Mayor Hazard then delivered an address of welcome to the Southland. He said:

This organization of teachers is an organization which means the enlightenment of mankind; which fits men for duty, and prepares him for immortality. It represents something greater, higher, nobler than any other human organization. By some it is believed that principles of government rest upon Legislatures and halls of Congress. Not so; but on the school house. These principles have been with us through good and ill report. These principles have been the guiding star of our lives. To you is intrusted an important charge. I am glad I was born in a government that divided a portion of its revenue for the support of schools. The jails and penitentiaries will become fewer because of the education of our citizens.

When it comes to the question of school houses for our children there is no difference of opinion. There is no organization that represents a greater idea, and the city could not be honored more than by receiving you to our firesides and our homes. To whom could we extend a more cordial welcome than to you? After you have gone to San Diego, of which city we are proud, we will invite you to return to Los Angeles.

Hon. Ira G. Hoitt, Superintendent Public Instruction, replied:

One year ago last December I stood before an audience, perhaps one fourth the size of the one present before me to-night, when an invitation was extended to hold the next meeting in Los Angeles. It was urged that it would do us good to come, and do the people good to have us come, and so we are here; and I feel that it is good to be here. We found that Los Angeles is next to San Diego, and the next meeting will be at the further end of the country. I believe that, while we are here, it is just as well to make the circuit of this part of the State. In this country every boy is born of royal blood, and is liable to reach the position of President. We should educate every one to such an extent that he may be an intelligent, moral citizen, and intelligence depends upon the loyal schools of the country. The teachers are in full accord in building up a fabric which shall stand so long as the sun shall shine.

Music—Solo.

Hon. S. M. White, of the State Normal School Trustees, made a most excellent and appropriate speech, eulogizing the teachers' profession, and enumerating some of the difficulties attending their daily work.

Music—Solo.

Prof. F. A. Molyneaux, of the Los Angeles County Board of Education, was introduced as "the man from Pomona." He made a humorous and brilliant speech, relating appropriate anecdotes. He also gave figures showing large and recent gains in the number of teachers, pupils, and school accommodations. "While we thank God," he said, "for these beautiful homes, it is not this by which our hearts are being stirred to-night. 'What then?' you will ask. I will tell you. It is your presence, your work, your cordial greetings. We welcome you to this valley of Los Angeles, which has been reserved to this era of civilization." A burst of eloquence ended his remarks.

Music—Solo.

The closing address was given by Superintendent P. M. Fisher, of Oakland. He made a number of telling points, which were well received by the audience. The Pasadena boom came in for its share of pleasantries in relation to real estate offices of the past. On arrival he first noticed the Salvation Army, and inquired whether this was the Committee of Reception. "You not only gave us this present welcome," said he, in conclusion, "but you said we must come down again to San Diego. I trust the days before us will be as happy as this one has been."

Music—Orchestra.

The Association then adjourned to meet in the Congregational Church Wednesday morning.

SECOND DAY.

MORNING SESSION.

The Association assembled at 9:15 o'clock, President Ira More occupying the chair. After singing under the direction of Professor Foshay, Mr. W. H. V. Raymond, Editor-in-chief of the State Series of Text-books, read an essay on "The Proposition of the American School Trust." The State Constitution was quoted, showing the object of education to be the preservation of the liberties of the people. He said:

Man is expected to read that he may become familiar with the laws and the political situation. The man must also have a disposition to read, so as to exercise his judgment on questions presented. A man may be politically intelligent when morally unsound.

Another specific result of education is to give moral direction and balance. Next to integrity comes industry, and a disposition to work is essential to good citizenship.

It must be admitted that the object of the trust has been but partially accomplished. The specific thing upon which success depends has been imperfectly achieved. The ideal results are not altogether possible to mankind. Some reasons for this are the general failure to look upon this matter as a business affair, and the prevalence of foolish notions relating to this purpose.

The demand is for machines rather than men. A machine is not a power, has not intellectual attainment and moral purpose. We may expect the teacher to have clear views. It should be the teacher's purpose to know the truth.

Automatic and other methods of strengthening the trust were mentioned in closing.

Mrs. Julia B. Hoitt, Deputy Superintendent of Public Instruction, read a valuable paper on "Educational Discoveries."

Great discoveries in the past have been the strong impelling powers that have sent our great world "spinning along the ringing grooves of change." All progress is the result of some discovery: First, the felt want; second, the study as to the best method of supplying that want; third, the "Eureka," I have found it, and the step forward, the final fulfillment of the need.

Education is as old as the hoary old world. From the time when Adam, being established in the Garden of Eden, received his divine instructions, the development of the world has taken place, step by step, through the discoveries advanced by the world's great thinkers. These steps have been gradual and oftentimes halting, but steadily forward, until humanity has reached its present intelligence, liberty, and goodness; and the way still opens before it to yet greater attainment.

The progress of education through the nations of antiquity was then traced. Then Christianity dawned upon the world with its tiny but imperishable light. The glory of Rome came and departed. The dark ages shut down upon the world. Knowledge crept into monastic homes, and was nurtured by the priesthood, the knights, and the Mohammedans through that long winter of discontent, until it burst forth with its gathered strength in the spring time of the reformation. America was discovered. Civilization came with a rush, and deep thinkers of those years each brought some contribution of invention or discovery to swell the mass of growing knowledge.

So we find there are three periods in the world's history which may be considered as the three main discoveries which have changed the entire current of its destiny.

First—Christianity.

Second—The discovery of America.

Third—The Reformation.

In the train of these parent discoveries has come trooping down to us through all the ages a vast progeny, each of which has made the world move forward, though never so little.

Man's own powers, mental and spiritual, have been focused under this powerful lens of modern discovery, and unsuspected capacities have been developed.

The main subjects which comprise the field of *modern* discoveries in the educational world are:

1. The necessity of *universal* education as a means of establishing the stability of the government.
2. The establishment of three grades of education—primary, secondary, and university.
3. The endowment in the United States of Colleges of Agriculture and the Mechanic Arts.
4. School architecture and school decorations.

5. The introduction into our school curriculum of the study of civil government.
6. The advantage of uniform courses of study.
7. The need of efficient professional supervision.
8. The beneficial effect of Teachers' Institutes.
9. The necessity of professional training for our teachers.
10. The necessity of manual training for our children.

J. A. Woodson, editor of the Sacramento "Record-Union," was on the program for "Thoughts on Observation," but being absent, his paper was read by Thomas Kennedy, of San Francisco.

He urged the necessity of teaching a child to observe and perceive, and gave, as the opinion of a journalist, that the young man who can see, know, and comprehend what he has seen, with little other education, is better fitted for life than he who has a Yale diploma, yet cannot tell you whether the horse that just passed is black or white.

Mrs. Rice, of San Diego, gave a practical example of the working of the sol-fa system of vocal music. Two children were brought to the platform; one was from the first and the other from the second grade, and had never before sung together. So creditable was the performance that a unanimous vote of thanks was tendered Mrs. Rice and the children.

C. M. Ritter, of the Chico State Normal School, being absent, his paper on "Mathematics" was read by Prof. E. T. Pierce.

At the introduction it was urged that all educators should unite in demanding a Secretary of Education in our President's Cabinet. With unanimity of purpose he believed that this could be attained in one Presidential Administration.

The following is a summary of the points of his paper:

First—That altogether too much time is devoted to the study of arithmetic.

Second—That a large part of the so-called arithmetic should be eliminated from the course of study, the principles of percentage and interest being broad enough to comprehend all that is desirable in that department.

Third—That in arithmetic "shortest solutions and best explanations" should be sought at all times, both to be as much as possible the result of the pupil's own investigation.

Fourth—That the metric system of weights and measures should supplant the cumbersome one now in use.

Fifth—That elementary geometry, taught indirectly, should precede the teaching of mensuration, and as mensuration is of general utility, and as most pupils never enter the higher schools, that it should be taught in the Grammar Schools.

Sixth—That more care should be taken in setting forth the objects of the study of mathematics. There should always be an object in view on the part of both teacher and student.

Seventh—That the study of mathematics is an indispensable part of any complete system of education.

AFTERNOON SESSION.

As the Association was called together, the Schuman Quartet furnished vocal quartets.

"The Extravagance of Speech," by John Monteith, formerly State Superintendent of Missouri, was the first subject.

The mother tongue of our people is degenerating, as it is spoken throughout our land, so much so that he feared, that unless something was brought to prevent, it would be hopelessly beyond redemption.

We have no ancient monuments or temples, and our only legacy from antiquity is our language, and it is worthy of our respect.

A half century ago the names of our great leaders, Clay, Calhoun, and Webster, were revered by all classes, regardless of political parties; yet on a recent twenty-second of February the speaker noted a placard displayed in a store window, "Closed on account of Georgie's Birthday."

"Can it be that we as a people may not have a single name in history that is not nicked?"

The fast young lady would speak of that notice as "awful funny," the dress of the passer by as "awful fine," and the minister's sermon as "awful flip." She watches

a beautiful sunset, and pronounces it a "perfect daisy," and after a trip to Niagara, declares it "too cute for anything." Among the American people there is a widespread lack of reverence for language as an institution.

Again, we are a witty people, and commit the thoughtless sin of making our language not the instrument for legitimate wit, but itself the material.

And the higher class adopt the language of colloquial discourse from the vocabulary of the street.

In Europe pure language is spoken by royalty, and this is imitated by the lower classes. Here no such condition exists. The time when the teacher or pastor set the model for language has passed, and in lieu of this has come the language of the street.

The influential class sets the type of speech. This class is that which has the greatest wealth, and not usually the greatest education, and their influence is nowhere greater than in speech.

The American people have two donkeys that they ride to death, "and" and "got." "Why, I have watched a cultured lady, and in six minutes she used the word 'and' fifty-two times." There is a dearth of vocabulary in spoken language, and we are too apt to relegate all that is beautiful or powerful in our speech to writing, using but the barest skeletons for the every day communication of thought if thought there be.

The word "boom" originated with the "Globe-Democrat" at the Grant campaign; what it has come to mean, most of you know, but still we hear of a "boom in dress," "boom in money," and alas! "a boom in affection."

The standard for pronunciation is not the same in all parts of the country. Start with "calf." In Boston it is "cahf" in Ohio "caf" in Arkansas "cafe"—flat and all tired out.

The teacher may give careful instruction in grammar, and that bright lower-ward boy will pick out every principal part and adjunct, but at recess he rushes to the grounds with a "Bill, you haint got no cigarette stub you haint usin', have you?" The home is against the teacher. The people must be elevated.

In conclusion, he remarked: "Education is called the great devil-killer. I have noticed a few of the most prevalent devils, and I exhort you teachers to rise in your might and slay them."

After recess the following officers were unanimously chosen for the ensuing year:

President, James G. Kennedy, of San Francisco; Vice-Presidents, D. C. Clark, of Santa Cruz, Eugene de Burn, of San Diego, Mrs. A. L. Mann, of San Francisco, W. W. Seaman, of Los Angeles; Secretary, Mary E. Morrison, of San Francisco; Treasurer, Joseph T. Hamilton, of San Francisco.

Mr. D. C. Clark, Principal of the Santa Cruz High School, described the origin, growth, and usefulness of the California Teachers' Reading Circle. The several courses of study and the books required were enumerated. The encouraging results already attained were specified, and an appeal was made for a larger membership. Reports of its progress in several localities were read.

State Superintendent Hoitt also spoke in favor of the Reading Circle, and described the plan of securing the erection of a building in San Francisco, to which all teachers may resort. It will have a large hall, small halls, and stores, which will bring in a handsome income. There will be an excellent educational library and appliances of every description used in our school system. Mr. F. A. Molyneaux, of Pomona, and Miss Adelene Beshen, of Stockton, were elected as Councilors. Mr. Hoitt referred to the raising of the American flag over school houses throughout the State.

State Superintendent Hoitt, as Chairman of the Committee on Incorporation, explained the plan contemplated.

It is desired to form a company, with capital stock of \$250,000, divided into 50,000 shares. With this money it is proposed to build, in San Francisco, a teachers' hall, which shall contain assembly rooms, offices, and other apartments for rental, together with library and reception-rooms, which may be a rendezvous for all teachers of the State.

His report was filed, and the Association then adjourned.

EVENING SESSION.

Prayer was offered by the Rev. Dr. Hutchins. Superintendent Will S. Monroe, of Pasadena, after brief introductory remarks, gave a lecture on "Language Teaching in the Primary and Grammar Grades."

"Copying," he said, "has to do largely with the first school year of the child's life. It is of value, in that it gives the child something to read; and it is also valuable for spelling words." After quoting from Herbert Spencer, the Professor remarked that "spelling should be like a muscular exercise—sinking at an early stage into automatic action. The same is true of penmanship and all the mechanics in language. If the pupil is to become a writer he should have training in this subject. Second, dictation may begin in the latter part of the first school year—i. e., when the child is six years of age. In dictation you review the studies of the first year, and teach the use of capitals, punctuation, and spelling. It will serve as an aid to the child's vocabulary, and as a training in memory.

"I begin with the second year. I put on the board a paragraph, and the children will be expected to write from dictation letter forms, receipts, and bills. This is simply a dictation exercise. Third, reproduction should form the basis of language—a part of the language work. Drawing may begin in the third school year. It should be continued from the fourth to the seventh year. The child must have something to write about, but do not expect him to 'make a composition.' Early compositions on such subjects as 'The Cow' and 'The Dog' are the bane of school life. It is your duty to interest the child in his studies. The distaste for compositions in former years was for two reasons: Because the children had nothing to write about; and, because they did not know how to write. Had my teacher allowed me to reproduce a little story, language work would have been a delight; but it was a positive bore.

"Now, what I would like to say to-night is, that you should give the child something to write. It may be the battle of Bunker Hill. Give a list of the words they will be likely to misspell. Follow up historical stories day by day. These materials will lead to natural composition. 'The History of the Boston Tea Party' and the 'Boys of '76' furnish good material. A great many books may be selected for this purpose—'Seaside and Wayside,' for instance.

"Whatever line you take up, follow it awhile. If the subject is insects, let stories of insects follow right along. The terms in one lesson will often reappear in the next lesson, and they will become familiar from repetition. Other interesting books are Mrs. Mann's 'Little Flower People,' and 'Our World,' by Mary L. Hall; also, 'Seven Little Sisters.' Before taking up a subject be master of it yourself. I have found that most people are not good story tellers, hence the need of a book.

"Interline new words. In the higher grades, where dictionaries are in the room, they may be referred to. If to-day the lesson is about a crab, to-morrow it will be the crab's home; on the next day the food of the crab. Establish some connection between the lessons of to-day and yesterday. If teachers have one burden greater than another, it is correcting written work at home. Instead of this make corrections with the class. Correct the errors common to the class, and let your criticism fall on that one line till the errors disappear. Dwell upon the criticism till the error is no longer made. How often I have wished there was some one to write the teachers' 'Song of the Shirt.' Mark, mark, mark, till the eyes are so fatigued and the body so weary that on the next day the teacher is poorly prepared for work. No Superintendent has a right to load this burden upon you. My own teacher may have spent an hour upon my composition, but it made little difference to me.

"If the work is careless, tell John or Jennie to do the work over again. Preserve neat work. It is an added stimulus to do good work. If the children know the work is to be sent to me at the office, they are more careful. Every child is expected to have one drawing in every lesson. The reproduction work may be on reading lessons, history, or any branch of study. The history of a poem, with pictures illustrating it, will be very interesting. 'Evangeline' may be treated in this manner. The pupils should write all they remember of the poem."

Mr. Monroe related his successful experience in taking charge of a class that had been backward in literature. He asked them to make the exercises a basis of writing, and there was no further difficulty.

Teachers should remember that they are dealing with minds untrained and undeveloped. What we are to aim at is to give them thoughts, and let them state the thoughts in their own language. Some teachers say they have no time for this. You must have time for language work from the first year up. As to the use of text-books in grammar: The diagram may take its departure from the school-room, never to return. The place for technical grammar is insignificant in comparison with writing beautiful English. I say English may be taught, and well taught, without a technical grammar. We can and must give our language teaching a lively interest. If they are not interested, it is owing to our stupidity and not theirs. I am not making war on the grammars. I want to place them (as President Eliot says) in our High Schools and Universities. Let the book slumber in the dark as a book of reference.

THIRD DAY.

MORNING SESSION:

After a piano duet, Dr. Walter Lindley, Director of the California Reform School, read an instructive paper on "The Reform School."

This was followed by a paper on "Technical Education," by Miss Helen Cooley, of the Los Angeles Normal School. She gave an outline of the origin of technical teaching in the old system of apprenticeship, and referred to the success of French and German chemists; to the discovery of the coal tar colors abroad, and to the early days of technical training in Massachusetts. The Institute of Technology in Boston and the Lowell School of Design were described, with references to the several branches of study pursued. She showed that several of these industries are specially adapted to women, and many of them secure advantageous situations after graduating from these schools. The wealthy classes usually oppose technical training, while the poor often warmly favor it.

Miss Margaret Schallenberger, of the San José Normal School, gave a very interesting account of "Clay Modeling." She said:

There are technical schools in most of our large cities. As a whole these schools are a grand success, and new ones are being born almost daily.

Some persons think there are too many studies already. The wealthy classes protest against teaching trades and fine arts. The chief object of this training is the expression of thought through the hands. It means investigation; it makes men and women; it prepares for active life and not for examinations.

Clay modeling should be tried in all our schools, as it has a general adaptation for all branches of education. Training the hands is a great addition to the child's mental furnishing. The true end of education is to give the child ability to acquire knowledge. If we wish to give mental and moral power, the whole boy must be put to school. Long before a child can reason he can observe, and should be taught to observe with accuracy. Perception in many persons remains in an immature condition all their lives. Clay modeling possesses peculiar advantages, developing observation, thought, and expression. By modeling forms in clay the pupil makes use of his observation; and this is the best method of teaching expression in form.

What better method can be found for developing the sense of touch? Pupils should be trained to see, in order that they may see better. Clay modeling fails of its object if the teacher does not lead her scholars to observe forms in nature and in manufactured articles. Drawing is not so real: it is a sort of deception, being on a flat surface. Modeling teaches judgment, the forerunner of reason; it also teaches imagination. It even helps in reading and spelling. A child thus trained sees that the words do not look alike. Geography has to do with forms almost entirely for awhile. The aid of modeling in teaching to draw is obvious; in language training also it is of immense value. We know words enough; we don't know how to use our words. Arithmetic is an exact science, and geometrical forms assist in this study. Patience and care are developed by modeling, and close attention is secured. As children enjoy modeling it is of more advantage to them than uninteresting studies.

The clay costs only two cents a pound; good tools, twelve to fifteen cents. I never destroy a child's work in his presence. Clay is peculiarly adapted to the hands of little people. Mistakes can be more easily corrected in it than in other substance. Clay modeling is the beginning of the whole range of plastic art.

Rosamond R. Johnson, of Oakland, President of the California Woman's Christian Temperance Union, was introduced to tell "Why Temperance Should be Taught in our Schools."

The character of the American citizen should be engrafted with industry, honesty, integrity, obedience to proper authority, and total abstinence from all that intoxicates.

It is noble to raise the drunkard from the gutter, but far nobler to prevent the creation of drunkards. And there is no way to do this so successfully as by giving the child a knowledge of the influence of narcotics and alcoholics upon every tissue of his organism. The work of child-saving devolves upon the public school, and, with earnest teachers, these can be made the bulwarks of the nation.

"A fine flock of sheep," said the traveler to the shepherd.

"Yes," was the reply, "we take care of the lambs."

America must care for her human lambs, would she not see them sacrificed to crime and destruction.

Our nation has no other strength or hope than the intelligence and virtue of the individuals that compose it. For the intelligence and virtue of individuals there is no other human assurance than laws providing for the education of the whole people, and these laws themselves have no strength or efficient sanction only as they coincide with divine law.

Every loyal citizen should desire to be among the foremost and boldest to exemplify and uphold whatever constitutes the happiness and the glory of our nation.

The real mission of the public school is to train American citizenship, and the highest type of citizenship is that based upon virtue, pure morals, and Christian integrity.

AFTERNOON SESSION.

The first exercise was a paper by S. D. Waterman, Principal of the Stockton High School, entitled "Enthusiasm as an Element of Success." In the absence of the author the paper was read by P. M. Fisher, Superintendent of Alameda County.

Next came memorial exercises in honor of the late Superintendent Wilson, of Colusa. Superintendent P. M. Fisher, of Alameda, presented the following resolutions:

WHEREAS, Infinite Love has deemed it wise to take from earth our loved friend and brother and co-worker, J. N. Wilson, be it

Resolved, That, though we recognize his ripeness for immortality, we deplore the loss of the man with heart of honor and tongue of truth; a friend tender and true, unselfish and devoted; a teacher aglow with the fervent heat of enthusiasm; a public official faithful to the common good.

Resolved, That in the contemplation of this life laid down in the prime of manhood's strength while in the path of duty, loyal to friend and to truth, shrinking from no toil and from no unpleasant task, we recognize and are stirred by the inspection of his radiant example, the line of our duty is clearly revealed to us, to do each his work well, leaving all results to the Infinite Wisdom and Mercy that rules the destinies of men.

Resolved, That we tender to the now lonely wife, his helpmate in the home, his co-helper in the schools, our sincerest sympathy.

Resolved, That however much we may feel this death, her loss far transcends our own.

P. M. FISHER.
IRA G. HOITT.
CHARLES MURPHY.
MISS C. VIVIAN.
MISS A. MURPHY.

Appropriate remarks were made by Messrs. Hoitt, Fisher, and Murphy, the latter gentleman giving a biographical sketch of the deceased, his early struggle to obtain an education, his sterling virtues, and his remarkable success.

The resolutions were adopted by a rising vote, and the Association subsequently voted to send a copy to the family of the deceased.

The Committee on President's Address reported as follows:

Resolved, That we appreciate the sentiments expressed in the address of President More, and approve the suggestions made therein.

Resolved, That we recommend that the address be published in full in the Pacific Educational Journal.

J. B. McCHESNEY.
T. E. KENNEDY.
J. N. PEMBERTON.

The report was unanimously adopted.

James T. Hamilton, Treasurer, of San Francisco, read his report, showing that the Association began Tuesday with a deficit of \$20, and closed with a balance on hand of \$250.

Fifty dollars were voted to Miss Mary E. Morrison for her inestimable services as Secretary of the Association.

A pleasant episode of the exercises was the presentation of a beautiful

floral tribute by the teachers of Los Angeles County to the teachers of San Diego County.

The President-elect, James G. Kennedy, of the Cogswell Polytechnic Institute, San Francisco, was then installed by retiring President More, who presented him with the gavel (manufactured from orange wood grown upon the grounds of the State Normal School in Los Angeles, combined with olive wood, signifying harmony between the two citrus-bearing districts of the State). After an expression of full confidence in the new presiding officer, and after a very appropriate response from that gentleman, Mr. More left the affairs of the Association in his hands. The other officers-elect were duly installed.

After singing "Auld Lang Syne," the Association adjourned.

An interesting feature of this meeting of the Association was the exhibit of the Cogswell Polytechnic Institute of San Francisco. It embraced work by the pupils in both wood and iron. There were specimens of wood carving, lathe work, dove-tailing, etc., which gave evidence that the pupils were under good training. The school also exhibited a fine lot of drawings in plan and elevation, as well as in plain and isometric perspective.

San Diego County also had on exhibition at the Hollenbeck Hotel, specimens of drawing and other school work, which reflected credit on both teachers and pupils.

Superintendent Hoitt read a communication from George H. Bonebrake, in which he offered prizes to the students of the grammar and high schools of this county, as follows: To the pupil writing the best history of Los Angeles County, \$50; second best, \$30; third, \$20; the award to be made at the State Association at San Diego in December next.

Messrs. Babcock, Pierce, Wilson, Raymond, and Drake were appointed a committee to secure the publication of the proceedings of the Association, whenever it can be done without expense to the Association.

RESOLUTIONS.

The following resolutions were adopted:

Resolved, That it is the sense of this Association that instead of a National Bureau of Education, in charge of a Commissioner, there should be established by Congress the Department of Public Instruction, presided over by a Secretary, who shall be a member of the President's Cabinet, to the end that we may ultimately have a national system of education.

Resolved, That we heartily approve the work heretofore done by the State Reading Circle, and that its objects have our cordial commendation.

Resolved, That no paper shall hereafter be read before this Association except by its author.

Resolved, That we hereby tender our thanks to President J. G. Kennedy for his very interesting and instructive exhibit of the manual work of the Cogswell Polytechnic College of San Francisco; regret that he did not include needlework produced in his school.

Resolved, That we also express thanks for the excellent exhibit of kindergarten and other work presented by the teachers of San Diego and Pasadena.

Resolved, That while compelled to decline the invitation so kindly extended by the city of Stockton to hold the next annual meeting of the Association there, we return to her citizens our heartiest thanks for their generous proposals, which we hope may be repeated and accepted.

Resolved, That our thanks are due to Hon. Ira G. Hoitt, State Superintendent of Public Instruction, for the sympathetic interest he has taken in the work of the schools, and for the fidelity, energy, and efficiency with which he has labored in their interests.

Resolved, That our thanks are especially due to County Superintendent W. W. Seaman, City Superintendent W. F. Friesner, Mayor Hazard, Hon. S. M. White, and the people

of Los Angeles for the cordial and brilliant reception given to this Association upon the first evening of its session.

Resolved, That our thanks are due to the local committee for the admirable provision made for the accommodation of our meetings.

Resolved, That we cordially thank the officers of the Association for their excellent program, and especially President Ira More, for his thoughtful and inspiring address and courteous administration of his office; and to the Secretary, Mary E. Morrison, for the untiring devotion to the onerous duties of her position.

Resolved, That in extending thanks to the press of Los Angeles we desire to emphasize our appreciation of their very full, careful, and accurate reports of the work of this Convention.

Resolved, That our thanks are due the railroad and steamboat lines, and to the hotels of this city, for their liberal reduction and courteous treatment.

Resolved, That we appreciate the action of the counties of Los Angeles and San Diego in merging their County Institutes into this session of the State Association.

Resolved, That the teachers of California owe and hereby tender their testimonials of indebtedness to the late J. R. Brierly, who was ever a friend of the public school, in the school-room, in the educational councils, and in the halls of the Legislature.

Resolved, That we hereby tender a tribute of tender memory to Miss Kate Kennedy, for twenty-five years a teacher in the schools of San Francisco, and always foremost, not only as an educator, but as a defender of the rights of teachers.

Resolved, That we are strongly in favor of the amendment offered by Senator Spooner of Wisconsin to the Blair Mendicancy Bill, distributing the surplus of \$77,000,000 according to the illiteracy of children of school age, rather than according to the general illiteracy.

Resolved, That a copy of the above resolution be forwarded to our members of Congress, to be given to the proper committees, as an indication of our position in this matter.

Resolved, That it is the duty of all teachers, by precept and example, to promote physical, moral, and mental culture, and that we approve the action of the last Legislature in providing for instruction in the effects of alcoholics and narcotics upon the human system.

Resolved, That the child should be fully instructed in the use of both hand and brain, to insure a complete success in the various pursuits, and we therefore heartily indorse the introduction of industrial work into our public schools, and that we hail with pleasure the establishment of such special schools as the Cogswell Polytechnic College and the Leland Stanford, Jr., University.

L I S T

OF

HOLDERS OF CALIFORNIA STATE DIPLOMAS.

LIST OF HOLDERS OF CALIFORNIA STATE DIPLOMAS, ENDING JUNE 30, 1890.

LIFE DIPLOMAS.

NAMES.	When Issued.
Abbott, Charles S.	May 28, 1879.
Abbott, Warren	September 1, 1877.
Abbott, Lillian S.	January 27, 1882.
Achey, Philip	July 13, 1882.
Ackleson, Susan	September 1, 1877.
Acton, William	May 4, 1888.
Adair, Joseph A.	September 20, 1889.
Adams, Sallie E.	March 17, 1890.
Adams, Clara A.	August 20, 1881.
Adams, O. M.	March 13, 1879.
Adams, Lucy F.	May 4, 1888.
Adamson, Edward F.	August 20, 1881.
Adamson, John M.	August 9, 1884.
Adamson, W. H.	December 26, 1879.
Adney, Robert J. C.	December 23, 1886.
Ahern, Mary A.	July 12, 1886.
Aiken, Miss A. E.	March 13, 1879.
Aitken, Mrs. Nellie	April 1, 1887.
Albee, Dan. P.	September 10, 1886.
Alden, Carrie E.	May 1, 1888.
Alderson, M. J.	July 23, 1878.
Alderson, Annie	November 10, 1888.
Aldrich, Abbie F.	April 22, 1876.
Allen, L. D.	November 25, 1869.
Allen, Louise D.	March 30, 1886.
Allen, James M.	December 26, 1879.
Allen, Charles H.	September 24, 1878.
Allen, R. H.	March 28, 1878.
Allen, Mrs. Mary E.	June 13, 1890.
Allison, Benjamin F.	September 20, 1889.
Alsop, J. P. C.	November 25, 1869.
Alvord, Julius B.	August 8, 1887.
Alward, Mrs. Hettie M.	March 17, 1890.
Ambrose, Warren B.	June 12, 1880.
Ames, Martha	December 4, 1875.
Ames, N. Stella	May 4, 1888.
Ames, Charles G.	November 25, 1869.
Amick, Daniel B.	September 29, 1879.
Angell, Mrs. Emma W.	July 13, 1882.
Anderson, Irene E.	April 1, 1882.
Anderson, Anna B.	September 11, 1877.
Anderson, Eva S.	February 9, 1884.
Anderson, Mrs. E. W.	May 28, 1879.
Anderson, Jennie M.	November 22, 1884.
Anderson, Mrs. C. A.	November 23, 1873.
Anderson, Sarah	July 29, 1885.
Anderson, Fidelia	July 12, 1886.
Anderson, J. W.	December 15, 1868.
Anderson, W. W.	May 5, 1877.
Andrews, Cyrus N.	December 16, 1882.
Andrews, Jennie E.	August 9, 1884.
Aniser, Emilie	November 10, 1888.
Anthony, Sallie M.	December 30, 1882.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Appley, Judson	September 20, 1889.
Aram, Mattie L.	December 23, 1886.
Armer, Alice A.	June 13, 1881.
Armstrong, Flora E.	March 28, 1878.
Armstrong, William M.	May 17, 1884.
Armstrong, Nellie.	May 4, 1888.
Arnett, Jane.	December 16, 1882.
Arrasmith, Vernon	July 13, 1882.
Ashe, Lillie.	January 27, 1881.
Ashe, Margaret L.	May 17, 1884.
Ashley, Ella E.	September 29, 1879.
Asmus, Elise M.	November 10, 1888.
Atkins, Edward S.	June 13, 1881.
Atterbury, Fannie L.	July 29, 1885.
Atwood, Mrs. C. L.	November 20, 1867.
Atwood, Mrs. N. J.	May 6, 1877.
Atwood, Hollis H.	November 6, 1880.
Averill, Anna S.	December 26, 1879.
Augustine, S. M.	June 23, 1878.
Augustine, Martha.	May 4, 1888.
Aull, Mary F.	May 4, 1888.
Aull, Laura.	March 17, 1890.
Austin, Annie.	September 20, 1889.
Austin, Ella M.	September 10, 1886.
Ayer, Isaac.	December 26, 1879.
Ayer, Hattie G.	March 30, 1886.
Ayers, Amos M.	June 12, 1880.
Ayers, Mrs. Mary J.	December 26, 1879.
Ayers, Lide G.	August 20, 1881.
Babcock, H. C.	July 23, 1878.
Babcock, Madison.	December 31, 1887.
Babcock, Lyman W.	November 10, 1888.
Babcock, W. S.	January 29, 1876.
Bacon, Elizabeth M.	July 12, 1886.
Badger, Mrs. S. A.	December 26, 1879.
Bagley, Mary C.	December 30, 1882.
Bagnall, John.	November 29, 1867.
Bailey, C. P.	December 15, 1868.
Bailey, A. A.	December 26, 1879.
Bainbridge, Augusta C.	January 27, 1881.
Baker, Fannie E.	January 27, 1881.
Baker, James F.	December 31, 1887.
Baker, Marcus P.	August 9, 1884.
Baker, S. D.	December 26, 1879.
Baker, William H.	August 9, 1884.
Baldwin, Hugh J. (duplicate)	December 9, 1884.
Baldwin, Miss Nettie.	January 5, 1875.
Baldwin, Frank D.	April 1, 1882.
Bangs, Vital E.	October 26, 1877.
Banks, George.	December 26, 1879.
Banks, H. J.	December 26, 1879.
Bannan, Margaret.	November 22, 1884.
Barbour, A. C.	March 28, 1878.
Barbour, Tena.	December 30, 1882.
Barham, Hattie L.	April 1, 1882.
Barker, Orie.	September 24, 1878.
Barkly, J. G.	March 13, 1879.
Barkley, Minnie A.	August 9, 1884.
Barlow, Carrie B.	June 13, 1881.
Barnes, Eliza B.	March 28, 1878.
Barnum, Wm. Vance.	March 17, 1890.
Barr, Miss Sarah A.	November 23, 1873.
Barrows, Laura M.	July 13, 1882.
Barry, Charlotte M.	October 26, 1877.
Bartholomew, Ella M.	May 17, 1884.
Bartholomew, Rachel.	July 16, 1883.
Bassett, Jennie A.	May 5, 1877.
Bassham, Minnie C.	November 10, 1888.
Batchelder, H. T.	November 28, 1873.
Bateman, David T.	July 16, 1883.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Bateman, Henry	April 1, 1887.
Bateman, J. M. K.	May 28, 1879.
Baumgardner, Mrs. E. M.	April 22, 1876.
Baxter, Josie A.	December 23, 1886.
Bayley, Cora N.	June 14, 1880.
Beach, Sarah S.	December 26, 1879.
Beal, C. R.	March 13, 1879.
Beale, Frances E.	March 17, 1880.
Beales, Mrs. C. R.	June 3, 1872.
Beammer, Emma	September 1, 1877.
Beane, Emma H.	July 13, 1880.
Beaty, James G.	September 20, 1889.
Beauchamp, Delia	December 13, 1889.
Beck, Mrs. N. S.	December 26, 1879.
Beckett, J. F.	December 26, 1879.
Beebe, Sarah M.	March 13, 1879.
Belcher, Mary L.	August 9, 1884.
Bell, James E.	August 20, 1881.
Bell, Mrs. J. L.	December 26, 1879.
Benedict, Lottie E.	November 10, 1888.
Benjamin, Miss C. V.	June 3, 1872.
Berry, James H.	December 30, 1882.
Betancue, Miss L. C.	March 13, 1879.
Bendle, Kate	February 9, 1884.
Bengaugh, Eliza	March 13, 1879.
Bennett, Glora T.	March 13, 1879.
Bennett, Miss Mary E.	May 28, 1879.
Bennett, Miss Mary H.	June 22, 1872.
Bennett, Fannie E.	July 6, 1880.
Beninson, Lizzie R.	December 26, 1879.
Benson, Frantz S.	June 13, 1880.
Benson, Henry	November 10, 1888.
Bentley, Lettie E.	March 28, 1877.
Bernard, Miss A. S.	January 5, 1875.
Bernard, Lizzie M.	November 10, 1888.
Berry, J. E.	March 13, 1879.
Benn, Rachel R.	September 29, 1879.
Berger, Dollie W.	June 14, 1880.
Berger, Robert	July 29, 1885.
Betts, Ella J.	May 17, 1884.
Bevan, Julia C.	July 12, 1886.
Bevan, John T.	September 20, 1889.
Bevington, Lizzie	December 26, 1879.
Bigelow, Clara J.	March 24, 1885.
Bigelow, Susan H.	September 10, 1886.
Biggs, Mary L.	July 13, 1882.
Bills, Charles A.	November 6, 1880.
Bills, Miss R. A.	May 28, 1879.
Bingaman, William H.	January 27, 1882.
Bird, Mary	December 16, 1882.
Bird, William R.	July 16, 1883.
Bishop, Charles E.	June 13, 1881.
Bishop, Cynthia M.	June 13, 1881.
Bivens, Mrs. Emily	December 26, 1879.
Bixby, Maggie	August 8, 1887.
Black, Samuel T.	December 13, 1872.
Blackman, J. D.	September 29, 1879.
Blackmar, Frank W.	August 8, 1887.
Blackstaff, Marguerite	April 1, 1887.
Blackwood, Mrs. P. J.	September 24, 1878.
Blaisdell, Sabine W.	January 27, 1882.
Blaizeley, Mary E.	March 28, 1878.
Blake, Charles M.	June 24, 1874.
Blake, Miss Mary L.	December 26, 1879.
Blake, Catherine F. C.	June 13, 1880.
Blakely, James O.	October 26, 1877.
Blanchard, J. E.	July 23, 1878.
Bledsoe, Sallie A.	August 8, 1887.
Bloch, Bertha B.	May 4, 1884.
Bloomer, A. C.	January 29, 1876.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Blumb, Amelia C.	March 17, 1890.
Blythe, Kate	January 27, 1881.
Boardman, O. F.	September 29, 1879.
Bodkin, John J.	July 23, 1878.
Bodwell, Etta M.	July 12, 1886.
Bodwell, Miss Mary L.	December 27, 1866.
Boggs, Mary F.	July 29, 1885.
Boland, Joanna M.	January 2, 1888.
Boniface, Miss Sarah	September 29, 1879.
Bond, Eliza	February 9, 1884.
Bond, Seth H.	August 20, 1881.
Bonnard, Maramne	January 27, 1882.
Bonnard, Anna Eureka	December 26, 1879.
Bonnell, Kate	December 23, 1886.
Bonnelli, Edith M.	August 8, 1887.
Boone, Stanley C.	June 13, 1881.
Booth, Ella N.	May 4, 1888.
Booth, Libbie	July 29, 1885.
Boor, Elijah	January 27, 1881.
Boorse, Lizzie A.	June 13, 1890.
Boring, Ora	November 22, 1884.
Boschen, Adelaide	February 3, 1887.
Boschen, Seraphine	March 13, 1879.
Bostwick, Burton L.	December 16, 1882.
Bowman, Gordon	September 20, 1889.
Bowman, Levi	November 22, 1884.
Boyle, Miss Mary	December 26, 1879.
Boyle, Sarah J.	November 6, 1880.
Boynton, J. C.	September 24, 1878.
Boynton, Kate H.	March 23, 1878.
Boynton, S. S.	September 1, 1877.
Brackett, Ella L.	November 11, 1876.
Bradbury, Marcia G.	May 4, 1888.
Bradbury, Vesta E.	December 16, 1882.
Braddock, David W.	March 13, 1879.
Bradley, Mary E.	November 10, 1888.
Bradley, Mrs. C. P.	October 26, 1877.
Bradley, Cornelius B.	January 27, 1882.
Bradner, Mrs. Clara H.	September 19, 1882.
Bradner, Ernest H.	July 13, 1882.
Bradner, Mattie F.	September 19, 1882.
Bradshaw, Hallie L.	June 13, 1882.
Brady, Thomas	March 24, 1885.
Bragg, Elizabeth	December 23, 1886.
Bragg, Mary J.	December 4, 1875.
Braly, John H.	November 25, 1860.
Bramlet, R. H.	December 26, 1879.
Branch, Mary M.	December 30, 1882.
Bray, W. F.	September 29, 1879.
Brechenfeld, Meta C.	March 17, 1890.
Breck, Mary E.	December 30, 1882.
Brett, Mabel	June 14, 1888.
Brigham, Julia	September 1, 1877.
Brierly, John R.	January 29, 1876.
Brincard, Mrs. Kate A.	September 20, 1889.
Brink, Eulalia	November 10, 1888.
Bristow, Samuel E.	December 16, 1882.
Brite, Sabra S.	December 16, 1882.
Britton, S. W.	December 26, 1879.
Brock, David T.	May 4, 1888.
Brock, M. Ella	August 8, 1887.
Brock, George A.	July 29, 1885.
Brock, Elizabeth E.	June 14, 1889.
Brodt, A. W.	March 14, 1871.
Brogan, Kate E.	June 4, 1887.
Brooke, Henry C.	May 23, 1879.
Brooks, E. R.	September 24, 1878.
Brooks, Elisha	September 24, 1878.
Brooks, James M.	July 12, 1886.
Brophy, M. C.	May 6, 1877.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Brothers, George A.	November 8, 1883.
Brower, Mrs. D. C.	December 26, 1879.
Brown, A. G.	May 5, 1877.
Brown, B. L.	March 28, 1878.
Brown, F. R.	July 5, 1867.
Brown, George	December 27, 1866.
Brown, G. J.	November 11, 1878.
Brown, James B.	November 11, 1876.
Brown, Frances A.	March 17, 1890.
Brown, John S.	July 29, 1885.
Brown, Julia B.	May 5, 1877.
Brown, Mary I.	November 10, 1888.
Brown, Le Roy	September 10, 1886.
Brown, L. L.	September 24, 1878.
Brown, N. H.	September 29, 1879.
Brown, Alcinous A.	May 17, 1884.
Brown, Mary J.	December 30, 1882.
Brown, Sarah A.	May 1, 1883.
Brown, Miss S. L.	June 22, 1874.
Brown, Chas. L.	February 3, 1887.
Browne, Annie M.	June 13, 1881.
Browne, Lizzie E.	December 31, 1887.
Bruch, Louis	February 9, 1884.
Brumley, Miss M. J.	July 23, 1878.
Bryant, Frank W.	March 17, 1890.
Buchholtz, Maria Von	November 3, 1883.
Buckalew, Mary F.	December 31, 1887.
Buckelew, Minnie E.	June 13, 1890.
Buckley, Emma S.	January 2, 1886.
Buckley, Anson E.	September 20, 1889.
Buckman, Miss C. T.	September 24, 1878.
Buckman, F. S. S.	June 1, 1875.
Bugbey, Mrs. B. N.	January 29, 1876.
Bugbey, Julia F.	December 16, 1882.
Bullfinch, S. A.	September 29, 1879.
Bull, Mary D.	March 28, 1878.
Bund, Johanna G.	December 23, 1886.
Bunker, Carrie R.	May 4, 1888.
Bunnell, George W.	December 27, 1866.
Bunner, Elizabeth	May 17, 1884.
Burbank, Emma L.	December 23, 1886.
Burge, Mrs. Jennie	December 26, 1879.
Burgess, J. Newton	August 20, 1881.
Burke, Jennie	May 28, 1879.
Burke, Lizzie K.	November 28, 1873.
Burnett, Albert G.	August 9, 1884.
Burnett, Harvey D.	July 29, 1885.
Burnett, John H.	May 17, 1884.
Burnett, Annie D.	September 20, 1889.
Burrill, Elvyn F.	January 2, 1886.
Burns, Archie H.	January 2, 1886.
Burston, Selina	September 20, 1889.
Burt, Eva S.	August 9, 1884.
Burt, Mary C.	December 23, 1886.
Burt, Sallie B.	January 27, 1881.
Burton, Jennie H.	July 29, 1885.
Bush, Mrs. E. A.	September 29, 1870.
Bush, Jennie R.	March 24, 1885.
Bushwell, Emma F.	November 10, 1888.
Butcher, William T.	December 23, 1886.
Butler, A. D.	January 27, 1881.
Butler, Orpha	November 3, 1883.
Butler, R. D.	May 28, 1879.
Butterfield, Sampson H.	April 1, 1882.
Buzzo, Mrs. Metta G.	January 27, 1881.
Byrod, Sarah J.	May 5, 1877.
Byrne, H. J.	December 26, 1879.
Cadwell, Louisa F.	December 23, 1886.
Cadwell, Mrs. M. E.	March 28, 1878.
Cadwell, Susie J.	February 9, 1884.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Caldwell, Charles J.	March 17, 1880.
Caldwell, Ida E.	July 29, 1885.
Calhoun, Robert S.	December 23, 1886.
Call, Mattie C.	November 11, 1876.
Callahan, Mary E.	November 22, 1884.
Callsen, Helena	January 23, 1885.
Camblien, Mrs. Mary T.	September 20, 1889.
Campbell, Mrs. Isabel	December 13, 1889.
Campbell, Annie B.	April 8, 1889.
Campbell, Miss Amelia	May 28, 1879.
Campbell, Miss A. T.	November 11, 1876.
Campbell, C. E.	December 13, 1877.
Campbell, F. M.	November 28, 1873.
Campbell, Mrs. Kate A.	December 26, 1879.
Campbell, Ruth G.	January 27, 1882.
Candee, Kate H.	December 31, 1887.
Canham, Mary J.	December 16, 1882.
Cappelman, Cornelia J. C.	April 8, 1889.
Carithers, Eli	January 27, 1882.
Carlin, William H.	September 20, 1889.
Carlisle, Mrs. E. M.	March 13, 1879.
Carlton, H. P.	June 8, 1866.
Carmichael, P. J.	March 28, 1878.
Carpenter, Miss A. O.	March 28, 1878.
Carr, Mrs. E. S.	December 26, 1879.
Carr, Frank S.	December 31, 1887.
Carr, Ezra S.	May 5, 1877.
Carr, Francis	March 28, 1878.
Carr, J. E.	September 28, 1879.
Carr, Mary A.	December 16, 1882.
Carrington, Addie C.	July 29, 1886.
Carrington, Maria	July 29, 1886.
Carroll, Laura	December 23, 1886.
Carson, Mary E.	February 9, 1884.
Carter, Elmer J.	December 16, 1882.
Carter, Lucy A.	July 29, 1885.
Carter, Rebecca T.	July 16, 1885.
Carusi, Samuel P.	December 26, 1879.
Carville, Henrietta E.	December 13, 1889.
Casey, Kate F.	December 23, 1886.
Casey, Mary E.	July 29, 1885.
Casseras, Mrs. Julia W.	December 26, 1879.
Castelhun, Miss Maria A.	June 22, 1874.
Casterlin, J. B.	July 23, 1878.
Casterlin, Mrs. M. A.	July 23, 1878.
Case, E. L.	March 13, 1879.
Cate, H. W.	March 13, 1879.
Catlin, Amelia G.	January 27, 1882.
Chadwick, A. M.	September 24, 1878.
Chalmers, Annie B.	January 5, 1875.
Chalmers, Christine	November 3, 1883.
Chamberlain, Annie E.	March 13, 1879.
Chamberlain, Mattie L.	July 12, 1886.
Chandler, Miss Ella	June 12, 1880.
Chandler, Joseph F.	January 27, 1882.
Chapin, F. W.	May 28, 1879.
Chapman, M. V.	June 3, 1872.
Chapman, Hervey W.	November 10, 1888.
Chapman, Mary L.	June 4, 1887.
Chase, Ella	November 3, 1883.
Chase, Willis S.	May 4, 1888.
Cheal, James	May 4, 1888.
Cheney, Lydia M.	December 16, 1882.
Chesbro, Mary C.	June 13, 1881.
Chestnut, J. G. (duplicate).	February 9, 1884.
Chestnutwood, John A.	February 17, 1873.
Chestnutwood, Mrs. J. A.	December 4, 1875.
Childs, C. W.	May 27, 1868.
Childs, Kate B.	September 24, 1878.
Childs, Lucy E.	July 16, 1883.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Childress, Clay C.	December 13, 1889.
Chisholm, Ida M.	July 12, 1886.
Chitwood, Mary E.	July 16, 1883.
Chipman, L. J.	May 5, 1877.
Choate, Susie J.	December 26, 1879.
Church, William S.	June 13, 1881.
Churchill, Clara I.	December 23, 1886.
Ciprico, Miss Anita	May 5, 1877.
Ciprico, Eleanor L.	November 10, 1888.
Clapp, Alma C.	May 4, 1888.
Clapp, Mrs. L. K.	December 15, 1868.
Clark, Dorcas	November 29, 1867.
Clark, Ella E.	May 17, 1884.
Clark, Charlotte K.	April 8, 1889.
Clark, Mrs. H. M.	December 27, 1866.
Clark, L. R.	July 12, 1870.
Clark, Jacob S.	July 29, 1885.
Clark, Mary E.	November 29, 1867.
Clark, Mrs. Della	January 27, 1882.
Clark, Mrs. Mac A.	August 20, 1881.
Clark, M. C.	June 1, 1875.
Clark, David C.	September 30, 1885.
Clark, Mrs. S. A.	May 28, 1879.
Clark, W. J.	October 26, 1877.
Clark, Alonzo N.	December 26, 1879.
Clark, S. V. S.	December 26, 1879.
Clason, Rollo S.	August 20, 1881.
Classen, Louise M.	January 2, 1886.
Clawson, Mrs. A. W.	December 26, 1879.
Clay, Wm. T.	December 26, 1879.
Clayton, Lizzie A.	August 9, 1884.
Clelland, James McG.	December 16, 1882.
Clement, Charles H.	March 28, 1878.
Clement, Geraldine P.	March 17, 1890.
Cleveland, Miss E. A.	June 3, 1873.
Clindinin, Clara A.	January 27, 1882.
Clow, Amelia B.	March 30, 1886.
Clyborne, Jennie V.	May 17, 1884.
Clyborne, W. Frank.	May 1, 1883.
Coates, John	December 31, 1887.
Coates, Rosa E.	April 8, 1889.
Coburn, Louis F.	February 9, 1884.
Code, Mrs. E. S.	September 29, 1879.
Coe, Eli G.	March 4, 1871.
Coffey, Alex. B.	December 31, 1887.
Coffman, N. B.	January 27, 1881.
Cohen, Alice H.	April 8, 1889.
Cohen, Minnie	April 8, 1889.
Cohen, Carrie	December 10, 1884.
Colby, Phoebe S.	February 9, 1884.
Colby, Mrs. M. A. (now Mrs. M. A. Ramsdell)	September 29, 1879.
Colby, Martha A.	November 10, 1888.
Colby, Miss Julia E.	December 26, 1879.
Cole, Belle	May 17, 1884.
Cole, Celia A.	November 6, 1880.
Cole, Mrs. Frances	March 28, 1878.
Cole, Mrs. Emma F.	June 13, 1881.
Cole, Jenella P.	July 16, 1883.
Cole, Maria D.	March 24, 1885.
Cole, Mattie A.	December 13, 1889.
Coleman, Mrs. D. M.	October 26, 1877.
Coleman, Fannie E.	November 10, 1888.
Coleman, Jennie	May 17, 1884.
Coles, Ida E.	July 29, 1886.
Collier, Mrs. J. W.	September 1, 1877.
Collins, Christine R.	September 17, 1881.
Collins, James D.	August 20, 1881.
Collins, Mary E.	December 16, 1882.
Congdon, Anna R. (now Mrs. Anna Wood)	June 13, 1881.
Conger, Kate E.	July 12, 1886.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Conklin, E. B.	March 4, 1871.
Conklin, Kate	November 10, 1888.
Conlan, Agnes G. W.	July 13, 1882.
Connell, Mary I.	January 2, 1886.
Connolly, Mrs. Josephine J.	September 17, 1881.
Connors, Mary E.	January 27, 1882.
Connolly, John J.	September 24, 1878.
Conover, Flora	July 29, 1885.
Conrad, Francis W.	April 8, 1889.
Converse, Charles H.	December 16, 1882.
Cook, Nellie	December 27, 1888.
Cook, Miss Hannah	November 28, 1873.
Cook, Henry F.	August 9, 1884.
Cook, William H.	November 3, 1883.
Cook, Mrs. P.	March 29, 1870.
Cook, W. F.	November 6, 1880.
Cooley, Kate	July 29, 1885.
Cooney, Ellen C.	July 12, 1886.
Cooper, Miss Mary	June 12, 1880.
Cooper, Susie V.	December 26, 1879.
Cooper, Mrs. Minnie Sabin	March 17, 1890.
Cooper, C. A.	March 13, 1879.
Cooper, Mrs. Frances A.	March 28, 1878.
Cooper, Belle S.	July 13, 1882.
Cooper, Mrs. Jennie D.	January 27, 1882.
Copeland, Justin M.	July 13, 1882.
Corinne, R. E.	January 27, 1881.
Corkerey, Miss Mary	December 26, 1879.
Cornelius, L. E.	March 28, 1878.
Cornell, Samuel	November 22, 1884.
Cornell, Ella L.	September 30, 1885.
Cornman, Josephine A.	August 9, 1884.
Cory, Amelia A.	September 24, 1878.
Cottle, Melville	May 21, 1869.
Coult, Ella	July 29, 1885.
Coulter, Adolphus H.	September 30, 1885.
Courter, H. F.	December 26, 1879.
Cowdrey, William A.	March 13, 1879.
Cox, Kate M.	September 1, 1877.
Cox, Mary M.	December 16, 1882.
Costelloe, Peter	January 27, 1882.
Covington, Mrs. Laura M.	January 27, 1882.
Crabb, Arza	January 27, 1882.
Craig, Annie	November 22, 1884.
Crane, Amanda	April 22, 1876.
Crane, Charles B.	April 1, 1887.
Crane, Ellis T.	September 29, 1879.
Crane, George	March 28, 1878.
Crane, Willimena Wessel	April 1, 1887.
Cranze, Sophia	March 28, 1878.
Craven, Andrew F.	June 22, 1874.
Craven, Nettie R.	March 13, 1879.
Craven, John J.	March 17, 1880.
Crawford, Isaac S.	April 8, 1889.
Crawford, Alonzo	May 28, 1879.
Crawford, Mrs. J. T.	June 22, 1874.
Crawford, Milton T.	July 12, 1886.
Crawford, T. O.	December 4, 1875.
Crawford, Lucy E.	August 9, 1884.
Creighton, S. G.	December 26, 1879.
Crenshaw, Susie	June 13, 1881.
Cressey, E. M.	October 26, 1877.
Cressey, W. E.	March 28, 1878.
Crichton, Mrs. A. M.	September 29, 1879.
Crittenden, Mrs. D. H.	December 26, 1879.
Crittenden, Joseph L.	May 17, 1884.
Crittenden, Mary L.	September 20, 1889.
Crocker, Mrs. Mary J. C.	January 27, 1882.
Crofton, Kittie	January 27, 1882.
Cromwell, Belle S.	November 10, 1888.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Cromwell, Frank A.	November 10, 1888.
Cromwell, Clarence H.	January 23, 1885.
Cromwell, James G.	December 26, 1879.
Cronkite, Earl B.	November 10, 1888.
Cronemiller, Mary M.	April 8, 1889.
Crook, W. C.	March 13, 1879.
Cross, Benjamin F.	December 23, 1886.
Cross, C. W.	January 5, 1875.
Crossley, Francis M.	July 13, 1882.
Crossett, F. M.	January 29, 1876.
Crouch, Melissa G.	August 8, 1887.
Crough, Daniel.	July 16, 1883.
Crowell, C. H.	February 17, 1873.
Crowley, Mary E.	November 10, 1888.
Cronyn, Zella.	November 22, 1884.
Crowhurst, William.	June 1, 1875.
Cruikshank, Samuel A.	December 27, 1888.
Crumrine, Harrison.	July 23, 1882.
Cullen, Fannie.	August 8, 1887.
Cummings, C. C.	December 27, 1886.
Cummings, David B.	June 4, 1887.
Cummings, E. C.	March 28, 1878.
Cunningham, Francis.	July 16, 1883.
Currier, Mrs. M. H.	December 26, 1879.
Curry, Margaret E.	November 10, 1888.
Curryer, John S.	June 4, 1887.
Cushman, Nellie B.	June 4, 1887.
Curtis, Emma A.	July 16, 1883.
Curtis, Henry C. (duplicate)	November 22, 1884.
Curtis, Jennie.	July 12, 1886.
Curtis, Louis F.	September 29, 1879.
Curtis, Laura A. B.	December 26, 1879.
Curtis, Mary W.	March 24, 1885.
Curtis, Delia.	September 20, 1889.
Cutler, John E.	January 2, 1886.
Cutter, James W.	April 1, 1887.
Dascomb, Charles E. H.	December 23, 1886.
Dakin, William J.	May 17, 1884.
Daman, Aurelius O.	June 13, 1881.
Daniels, Mrs. S. B.	September 24, 1878.
Darke, F. E.	September 24, 1878.
Darby, R. R.	July 23, 1878.
Darling, Frank H.	August 9, 1884.
Darling, Kate V.	December 30, 1882.
D'Arcy, Alice M.	July 13, 1882.
D'Arcy, Miss M. E.	December 13, 1872.
Dashields, Fred. S.	March 13, 1879.
David, Mrs. Alice.	October 26, 1877.
Davidson, Nannie.	March 13, 1879.
Davidson, R. P.	October 26, 1877.
Davidson, William W.	July 16, 1883.
Davis, Nathaniel W.	January 27, 1881.
Davis, Richard L.	July 13, 1882.
Davis, E. W.	March 13, 1879.
Davis, Natalia H.	November 10, 1888.
Davis, Horace M.	January 23, 1885.
Davis, Imogene W.	January 5, 1875.
Davis, J. T.	April 22, 1876.
Davis, A. W. G.	November 6, 1880.
Davis, Helen W.	September 20, 1889.
Day, Alfred H.	March 30, 1886.
Day, Eulalia A.	April 1, 1887.
Day, F. H.	March 13, 1879.
Dean, W. F.	July 13, 1880.
Deane, Mamie.	July 16, 1883.
Deane, Mrs. M.	June 13, 1871.
Dearborn, Lydia W.	August 8, 1887.
Deetkin, Mrs. Lizzie G.	June 22, 1874.
De Brish, Louis.	September 20, 1889.
De Lancey, Richard.	June 13, 1881.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Delay, D. J.	May 28, 1879.
De Mandran, F. V. C.	July 23, 1878.
Demick, Ruth M.	September 29, 1879.
Denman, James	December 27, 1866.
Dennis, L. M.	January 27, 1881.
Denton, Flora	May 17, 1884.
De Nure, D. D.	May 28, 1879.
De Pencier, S. F.	July 23, 1878.
Deuel, Mrs. Harriet	May 28, 1879.
Deuel, Nancy H.	June 13, 1881.
Dickenson, Maria T.	September 24, 1878.
Dickerson, Helen R.	January 2, 1886.
Dickinson, Everet C.	July 29, 1885.
Dickson, Bessie	March 13, 1879.
Dickson, Jennie	August 8, 1887.
Dickson, Regina M.	September 29, 1879.
Dickson, James M.	January 27, 1882.
Dickson, Eliza	December 13, 1889.
Dickson, William O.	September 20, 1889.
Dillingham, William K.	December 13, 1889.
Dinning, Thomas H.	December 23, 1886.
Dingle, Charles E.	August 9, 1884.
Dixon, Mattie	February 3, 1887.
Dixon, Alfred	January 27, 1882.
Dodson, Alice M.	September 20, 1889.
Doheney, Louise J.	June 13, 1890.
Donahue, Lizzie E.	December 23, 1886.
Donnelly, Louise	April 1, 1887.
Donnelly, Mary E.	December 30, 1882.
Dooner, John	January 5, 1875.
Doom, Fannie	January 27, 1882.
Doran, Julia A.	July 13, 1882.
Dore, Anna M.	September 19, 1882.
Dorsey, Lou	July 16, 1884.
Doty, James M.	May 29, 1879.
Dowe, Marshall C.	April 1, 1887.
Dowling, Jennie E.	December 26, 1879.
Downs, Alfred	May 4, 1888.
Downing, Levi P.	April 1, 1882.
Doyle, Irene M.	January 27, 1882.
Doyle, James M.	December 26, 1879.
Doyle, Lizzie E.	May 4, 1888.
Dozier, Melville	March 28, 1878.
Drake, A. J.	March 14, 1871.
Drake, Charles M.	January 29, 1876.
Drew, Alexander M.	July 12, 1886.
Drew, Mrs. Maggie	January 27, 1881.
Driscoll, Kate	July 13, 1890.
Duane, Mrs. A. S.	June 3, 1872.
Du Bois, C. G.	July 23, 1878.
Du Bois, Mrs. A. E.	December 15, 1868.
Du Bois, J. B.	January 29, 1876.
Dudley, Alice J.	March 24, 1885.
Duenkle, William	December 4, 1875.
Dugan, Amelia A.	March 30, 1886.
Dunbar, Nannie S.	November 11, 1876.
Dunbar, S. G. S.	November 11, 1876.
Dunbar, Vilette J.	May 5, 1877.
Duncan, Belle	July 12, 1886.
Duncan, Belle	May 4, 1888.
Duncan, Nellie M.	July 12, 1886.
Duncan, Annie	May 5, 1877.
Duncan, Elizabeth	May 5, 1877.
Duncan, Luella	September 20, 1889.
Dunham, Malone	March 17, 1890.
Dunham, Florence A.	July 29, 1885.
Dunham, Maggie B.	January 2, 1886.
Dunn, Harriet E. (duplicate).	September 20, 1889.
Dunn, Robert H.	September 20, 1889.
Dunn, Hetty A.	June 14, 1889.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Dunsmoor, John M.	December 30, 1882.
Durham, C. F.	December 26, 1879.
Dunlap, Augusta J.	December 16, 1882.
Duraind, May	December 16, 1882.
Durgin, Hattie E.	June 13, 1890.
Dwyer, Jennie A.	May 4, 1888.
Dye, Adoniram J.	July 29, 1885.
Dyer, Barlow	December 26, 1879.
Earle, Clara B.	July 13, 1882.
Earle, Susie H.	December 16, 1882.
Eastin, A.	December 26, 1879.
Eastwood, William F.	March 24, 1885.
Ebersold, Emily E.	July 16, 1883.
Eddy, Andrew W.	November 10, 1888.
Eddy, David M.	January 27, 1882.
Eddy, J. M.	December 26, 1879.
Eddy, Mrs. M. J.	December 26, 1879.
Edmondson, Emma F.	April 8, 1889.
Edsinger, A.	December 26, 1879.
Edwards, Della R.	May 4, 1888.
Edwards, D. K.	December 26, 1879.
Edwards, W. H.	July 13, 1880.
Edwards, Clara D.	July 29, 1885.
Edwards, Alcea E.	July 13, 1882.
Edwards, Edith R.	August 20, 1881.
Edwards, Priscilla	June 13, 1881.
Efey, Agnes	November 10, 1888.
Eickhoff, J. Henry	November 28, 1873.
Elder, Elva R.	January 27, 1882.
Elkins, Clara Glenora	April 1, 1887.
Elliott, Erastus P.	December 31, 1887.
Elliott, John G.	February 9, 1884.
Elliott, Kate	September 29, 1879.
Elliott, Mary E.	July 23, 1878.
Elliott, Ella J.	April 1, 1882.
Elliott, Van R.	February 3, 1887.
Ellis, James W.	June 13, 1881.
Ellis, Carrie M.	November 14, 1876.
Ellis, Miss M. C.	September 1, 1877.
Ellsworth, Sarah J.	April 1, 1882.
Emerson, Frank W.	July 13, 1880.
Emigh, Annie	December 31, 1887.
Emmons, Idella C.	March 17, 1890.
Emory, Cordelia	July 23, 1878.
Engelbright, Minnie	April 8, 1889.
England, Basha	July 13, 1882.
English, Mrs. E. C. A.	December 26, 1879.
English, Rebecca F.	May 4, 1888.
Ennis, Charles L.	December 26, 1879.
Entrican, Mrs. D. O.	September 29, 1879.
Espey, Jennie	December 23, 1886.
Estes, Arthur B.	November 3, 1888.
Estill, Lavina	September 20, 1889.
Estrada, Fannie	September 10, 1886.
Evans, Adolphus M.	November 22, 1884.
Evans, William J.	July 29, 1885.
Evans, Josephine C.	November 3, 1883.
Evans, Cicero P.	September 20, 1889.
Everett, Rosa A.	September 20, 1889.
Everman, Barton W.	June 13, 1881.
Evinger, Frederic A.	August 9, 1884.
Fablinger, James	July 29, 1885.
Fagan, Mary J.	April 1, 1887.
Fahey, Maggie E.	July 13, 1882.
Fairchild, Miss H. M.	May 5, 1877.
Fairchild, Maria E.	December 27, 1888.
Fairchild, Asa M.	July 16, 1883.
Faith, C. E.	March 28, 1878.
Fallon, Kate	May 4, 1888.
Fallon, J. K.	September 1, 1877.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Farley, A. J.	December 13, 1872.
Farley, Rose E.	April 8, 1889.
Farnham, Moses P.	February 9, 1884.
Farrar, Joseph T.	July 16, 1883.
Farrell, Aggie	December 16, 1882.
Farrington, Mrs. Sarah J.	January 27, 1882.
Fassett, B. A.	July 13, 1880.
Fassett, F. R.	December 26, 1879.
Faulkner, Richard D.	December 23, 1886.
Faulkner, Susie H.	July 12, 1886.
Fay, Mary A.	November 3, 1883.
Featherly, Miss H.	September 24, 1878.
Fellars, Lorenzo	May 5, 1877.
Felts, J. M.	September 1, 1877.
Fenton, Bertha A.	November 8, 1883.
Fenton, H. W.	May 5, 1877.
Ferguson, Sara S.	September 19, 1882.
Ferguson, E. Robina.	April 8, 1889.
Field, Sophia C.	February 3, 1887.
Fields, Miss Carrie P.	June 1, 1875.
Fike, James A.	December 16, 1882.
Finch, Augusta P.	December 4, 1875.
Finch, J. B.	November 1, 1871.
Finch, Sabra A.	September 30, 1885.
Finley, Samuel J.	March 30, 1886.
Finnegan, Edward	February 9, 1884.
Firehammer, Julius H.	July 13, 1882.
Fisk, Julia A.	January 29, 1876.
Fisher, Kate B.	March 28, 1878.
Fisher, Katie B.	February 3, 1887.
Fisher, Philip M.	August 9, 1884.
Fitts, Elizabeth S.	December 26, 1879.
Fitzgerald, May M.	November 10, 1888.
Fitzgerald, A. L.	November 11, 1871.
Flaherty, Belle	May 4, 1888.
Fleming, Kate	December 16, 1882.
Fitzsimmons, Kate	February 9, 1884.
Flint, Almira	November 11, 1876.
Floden, Karl A.	June 13, 1890.
Floyd, E. F.	March 13, 1879.
Floyd, May E.	March 13, 1879.
Floyd, Mrs. C. F.	June 12, 1880.
Folger, Sarah J.	May 8, 1877.
Forbes, Jennie A.	January 27, 1882.
Ford, F. W.	September 29, 1879.
Ford, James A.	May 28, 1879.
Ford, Ann L.	December 26, 1879.
Ford, Howard	March 17, 1890.
Fordemwalt, Ida	July 12, 1886.
Forseman, Dersie A.	January 27, 1882.
Forsythe, Jessie	March 24, 1885.
Fortson, Laura M.	July 16, 1883.
Foss, Benjamin R. (duplicate).	February 9, 1884.
Foss, William F.	May 28, 1879.
Footman, Henry E.	May 28, 1879.
Foster, Albert S.	August 8, 1887.
Foster, Mrs. Emily	June 22, 1874.
Foster, Granville F.	August 8, 1887.
Foster, Mrs. J. A.	November 28, 1873.
Fowler, B. F.	November 11, 1877.
Fowler, Harrison	July 16, 1883.
Fowler, Laura T.	December 15, 1883.
Fowler, Douglas T.	December 26, 1879.
Fowler, Elizabeth N.	August 20, 1881.
Fowler, Mrs. Lizzie F.	March 17, 1890.
Frace, John	December 23, 1886.
Frambes, O. S.	June 12, 1880.
Frambes, Mrs. S. E.	June 12, 1880.
Franklin, Alice R.	July 29, 1885.
Franklin, Mary E.	December 23, 1886.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Frater, Abbie M.	September 10, 1886.
Frater, Jessie E.	January 2, 1886.
Frazer, Robert W.	June 14, 1888.
Frazier, Charles E.	July 16, 1888.
Freeman, G. N.	January 6, 1876.
Freeman, Mrs. Frances	December 13, 1889.
Freeman, Callie	April 8, 1889.
Freese, Andrew J.	June 4, 1887.
French, Miss Mary F.	May 28, 1879.
French, Nellie K.	May 17, 1884.
French, Miss Sarah T.	May 28, 1879.
Frick, George W.	November 10, 1888.
Frick, Margaret J.	June 4, 1887.
Frick, Luther M.	September 20, 1889.
Fries, Lucie	December 23, 1886.
Frontin, Elizabeth A.	May 4, 1888.
Fry, W. H.	December 13, 1872.
Fuller, A. L.	November 25, 1889.
Fuller, Eugenie	December 31, 1887.
Fuller, Flora M.	November 10, 1888.
Fuller, Mary E. C.	July 12, 1886.
Fuller, Kate M.	January 27, 1882.
Furber, Caroline	March 17, 1860.
Furlong, Robert	January 27, 1881.
Furlong, George	January 29, 1876.
Furman, Frederick M.	July 12, 1889.
Gage, Lewis C.	November 3, 1883.
Gage, Cora E. D.	November 22, 1884.
Gage, M. D.	March 28, 1878.
Gaddis, Mary	June 14, 1889.
Galbraith, William Henry	June 14, 1889.
Galbraith, Alma J.	June 14, 1889.
Gallagher, Gertrude	December 31, 1887.
Gallagher, Eunice	November 10, 1888.
Gallagher, Maggie J.	November 6, 1890.
Gallagher, Cora	December 27, 1888.
Gallagher, Lily E.	April 8, 1889.
Gallimore, Frances	May 4, 1888.
Galloway, Allen R.	September 20, 1889.
Galusha, N. H.	July 3, 1878.
Gamble, John	July 23, 1878.
Gamble, John A.	July 16, 1883.
Gamble, Lucy J.	December 23, 1889.
Garbutt, Mary E.	June 4, 1887.
Garland Abbie A.	November 22, 1884.
Garlick, Etha F.	May 4, 1888.
Garlick, J. P.	March 28, 1878.
Garrison, Spencer C.	June 12, 1861.
Garrison, Mrs. Martha E.	June 12, 1861.
Gardner, Maria E.	March 30, 1889.
Gardiner, Eunice D. (now Mrs. Marion)	February 9, 1884.
Gardiner, Maggie	December 30, 1879.
Garton, Marietta	July 29, 1885.
Garwood, Mrs. S. E.	December 30, 1879.
Garwood, Benjamin V.	September 30, 1884.
Gates, Mrs. M. J. B.	December 28, 1879.
Gates, Mrs. S. B.	September 1, 1877.
Gates, Alice	July 28, 1883.
Garin, Paul A.	November 1, 1879.
Gavigan, Annie E.	December 22, 1887.
Gay, Adella D.	July 12, 1886.
Geary, May	July 2, 1886.
Garretson, Emma M.	July 2, 1886.
Germain, Carrie	March 28, 1880.
Gesford, H. C.	December 28, 1889.
Gesford, Laura J.	January 28, 1889.
Gibbons, Annie P.	January 28, 1889.
Gibbs, Edward	January 28, 1889.
Gibbs, Jennie L.	January 28, 1889.
Gibbs, Ellen	January 28, 1889.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Gibson, Fred. H.	December 16, 1882.
Gibson, Elizabeth J.	March 24, 1885.
Gibson, Lettie	May 4, 1888.
Gibson, J. C.	September 1, 1877.
Gilbert, Hattie	July 12, 1886.
Gillespie, Evadner J.	April 1, 1882.
Gillespie, Luella	November 10, 1888.
Gilman, M. Jennie	January 27, 1882.
Gilman, Lucy A.	January 27, 1882.
Gilmer, Kate	December 13, 1889.
Givens, Lou	January 27, 1882.
Givens, Nellie M.	April 1, 1882.
Gleason, Mrs. Cora	February 3, 1887.
Gleaves, James M.	January 27, 1881.
Glendenning, Hattie E.	June 14, 1888.
Glennon, Isabel	July 16, 1883.
Glidden, Cora A.	May 4, 1888.
Glidden, R. J.	March 28, 1878.
Glover, Arthur W. (duplicate)	March 30, 1886.
Godfrey, G. K.	December 26, 1879.
Gober, Lucy L.	July 12, 1886.
Goin, T. J.	July 23, 1878.
Goldman, Julia E.	March 17, 1890.
Goldsmith, Bertha	June 4, 1887.
Goldsmith, Esther	October 26, 1877.
Goldsmith, Rose	December 30, 1882.
Gooch, Emma A.	July 12, 1886.
Goodell, George	July 29, 1885.
Goodrich, A. H.	June 20, 1868.
Goodspeed, Hersalora C.	December 16, 1882.
Goodspeed, Stella L.	July 12, 1886.
Gorman, W. J.	February 17, 1873.
Gorman, Miss J. B.	September 29, 1879.
Gordan, Mrs. E. A.	March 13, 1879.
Gould, Jennie C.	January 27, 1882.
Gourley, Miss Jennie	September 1, 1877.
Govan, Jeannie W.	June 14, 1889.
Gower, Mary C.	December 30, 1882.
Graebe, Mattie J.	April 8, 1889.
Gracier, Addie J.	June 14, 1889.
Gracey, Robert	September 29, 1872.
Graf, Miss Minnie	December 13, 1879.
Graham, Agnes	June 14, 1888.
Graham, Mollie V.	December 31, 1887.
Graham, Emma M.	May 17, 1884.
Granger, W. N.	May 2, 1868.
Grainger, Ira L.	December 30, 1882.
Grainger, W. C.	July 23, 1878.
Graney, Miss Maggie	May 28, 1879.
Grant, Miss Ellen G.	January 5, 1875.
Grant, Florence	April 8, 1889.
Grant, Emily W.	March 17, 1890.
Grant, Miss Helen A.	June 5, 1875.
Grant, Robert A.	July 16, 1883.
Grant, Mrs. Sue E.	August 20, 1881.
Graves, O. E.	May 28, 1879.
Gray, Miss A. L.	September 1, 1877.
Gray, Thomas B.	January 2, 1886.
Gray, John C.	May 21, 1869.
Greely, John P.	December 23, 1886.
Green, Mrs. Annette H.	January 27, 1882.
Green, Frank R.	February 3, 1887.
Greenman, Minnie J.	April 8, 1889.
Greeg, Alice C.	September 24, 1878.
Greer, Miss Jane E.	June 1, 1875.
Gregory, Calvin L.	September 30, 1885.
Gregory, Flaria M.	April 8, 1889.
Gretter, George W.	March 24, 1885.
Griffiths, Emma	May 17, 1884.
Griffith, Mrs. Aurelia	March 14, 1874.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Griffin, Lizzie M.	November 10, 1888.
Griffin, Charles R.	September 1, 1877.
Griffin, Lizzie	March 28, 1878.
Griffin, Martha E.	September 1, 1877.
Griffin, Rebecca E.	February 9, 1884.
Griffin, Fannie E.	April 8, 1889.
Grimm, Lucullus K.	March 17, 1890.
Grinnell, Emory E.	April 1, 1887.
Griswold, Milton B.	July 16, 1883.
Grove, Lillian L.	December 23, 1886.
Grove, Olin W.	December 31, 1887.
Groves, Gertrude	April 8, 1889.
Grubbs, Elisha P.	December 30, 1882.
Grunsky, Lottie F.	April 1, 1882.
Guinn, James M.	November 11, 1871.
Guirey, Mrs. Mary E.	December 26, 1879.
Gulick, Charles Francis	September 30, 1885.
Gunn, Miss S. M.	June 1, 1875.
Gurney, Benjamin	July 23, 1878.
Guthrie, Finis W.	September 20, 1889.
Gwartney, John G.	November 10, 1888.
Hadley, James L.	December 31, 1887.
Hadsell, Sydney F.	July 13, 1882.
Hagen, Jane L.	January 27, 1881.
Hagen, Miss Louise C.	May 28, 1879.
Hager, Charles R.	September 29, 1879.
Hager, Hattie I. D.	July 12, 1886.
Hagerman, A. B.	December 26, 1879.
Hail, F. G.	December 26, 1879.
Haile, Lucy W.	November 10, 1888.
Haile, Cornelia	March 28, 1879.
Hails, Abby I.	September 20, 1889.
Haislip, B. F.	December 26, 1879.
Haislip, Charles C.	May 1, 1883.
Haley, Ella F. W.	November 10, 1888.
Haley, W. T.	September 1, 1877.
Hall, Miss Frances M.	April 22, 1876.
Hall, George C.	October 26, 1877.
Hall, Henry C.	December 31, 1887.
Hall, Maggie J.	March 28, 1878.
Hall, Miss Mary Ward	July 23, 1878.
Hall, Thomas A.	July 16, 1883.
Hall, Winfield S.	March 17, 1890.
Halloran, Joseph F.	June 13, 1881.
Ham, Charles H.	July 23, 1878.
Hambleton, Angelina	March 30, 1886.
Hamil, Mrs. Amelia H.	September 24, 1878.
Hamilton, Miss Addie	November 28, 1873.
Hamilton, John E.	March 25, 1885.
Hamilton, Hiram	March 13, 1879.
Hamilton, H. M.	March 13, 1879.
Hamilton, Maggie	June 13, 1881.
Hamilton, Margaret (duplicate)	July 12, 1886.
Hamilton, M. J.	September 29, 1879.
Hamilton, James T.	December 26, 1879.
Hamilton, W. J.	December 26, 1879.
Hamilton, Robert J.	November 10, 1888.
Hamlin, Elvira B.	June 14, 1888.
Hamlin, Jennie L.	April 8, 1889.
Hammond, Jennie M.	June 4, 1878.
Hammond, Hulda A.	December 26, 1879.
Hammond, Josiah Shaw	November 28, 1873.
Hammond, Joseph R.	July 12, 1886.
Hammond, Josiah S.	March 24, 1884.
Hammond, Carrie	July 29, 1885.
Hampton, Henry C.	January 2, 1886.
Hampton, Lizzie M.	November 10, 1888.
Hanchette, Emily A.	January 2, 1886.
Handsacker, John L.	January 2, 1886.
Hand, Miss M. Emma	December 26, 1879.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Hankensen, J. B.	January 27, 1881.
Hanna, Ross	December 26, 1879.
Hanscom, George T.	November 3, 1883.
Hanscom, Mattie L.	December 23, 1886.
Hanscom, Nathan C.	December 23, 1886.
Hapgood, Mrs. Emma	September 1, 1877.
Hardenbergh, Helen R.	July 12, 1886.
Hardy, Miss Irene	July 23, 1878.
Hardy, Mary M.	August 9, 1884.
Hare, Fanny May	May 17, 1884.
Harkness, Mary A.	December 31, 1887.
Harlon, James	September 24, 1867.
Harrigan, Mary A.	December 10, 1884.
Harrington, Alameda S.	August 20, 1881.
Harrington, Mary E.	July 16, 1883.
Harris, Ann Ella	December 26, 1879.
Harrison, Belle	March 17, 1883.
Harrison, Miss Ella	July 23, 1878.
Harrison, Ella	July 13, 1882.
Harry, Mrs. Sarah C.	June 13, 1881.
Hart, Ida L. E.	December 23, 1886.
Hart, Laura B.	March 17, 1883.
Hart, Pauline	June 13, 1871.
Hart, W. C.	February 17, 1873.
Hart, Christine	November 3, 1883.
Hart, Mrs. M. C.	May 28, 1879.
Hart, Laura B. (duplicate)	April 8, 1889.
Hartley, G. P.	December 26, 1879.
Hartley, Mrs. Marie D.	July 13, 1880.
Hartley, Mrs. Jennie E.	January 27, 1882.
Hartmeyer, Lottie A.	June 13, 1881.
Hartmeyer, Ella S. B. de	December 30, 1882.
Harvey, O. T.	September 29, 1879.
Haskett, Miranda	November 3, 1883.
Haskins, Joseph M.	May 1, 1883.
Hassen, Kate M.	December 23, 1886.
Haswell, Miss M. A.	December 26, 1879.
Hatch, Florence E.	July 23, 1878.
Hatch, Junius L.	December 4, 1875.
Hathaway, Mrs. Beverly B.	September 17, 1881.
Hatman, Minnie	July 16, 1883.
Hatton, Julia A.	July 23, 1878.
Havens, Carrie	May 5, 1877.
Hauck, Julia L.	May 28, 1879.
Hain, Mary F.	June 13, 1890.
Hawkins, Benj. A.	August 20, 1881.
Hawkins, Mary E.	January 23, 1886.
Hawks, Emma L.	November 3, 1883.
Hawley, Anna C.	March 30, 1880.
Hawley, Mary E.	April 8, 1889.
Hawes, Sara E.	December 27, 1888.
Hayes, John	January 29, 1876.
Hayes, Mrs. A. M. W.	September 1, 1877.
Haydon, Sarah F.	April 8, 1889.
Hayman, John E.	September 29, 1879.
Hays, Mary	August 9, 1884.
Hazen, P. J.	March 28, 1878.
Hazleton, Rosa H.	July 12, 1886.
Heard, Miss Sue V. (duplicate)	March 24, 1885.
Heath, H. H.	May 23, 1879.
Heath, May A.	May 17, 1884.
Heaton, Mary C.	December 26, 1879.
Hedden, Benjamin F.	December 31, 1887.
Heineberg, Laura	December 27, 1883.
Hemenway, Maria M.	July 23, 1878.
Heckman, W. H. H.	July 23, 1878.
Henderson, Janet M.	July 16, 1883.
Henderson, W. H.	September 29, 1879.
Henderson, Mary J.	September 19, 1882.
Hendry, Maggie	December 31, 1887.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Heney, Julia	May 28, 1879.
Heney, Libbie S.	September 20, 1889.
Henley, Clara L.	July 29, 1885.
Henley, Belle	November 10, 1888.
Hennessy, John E.	July 12, 1886.
Henning, David F.	September 24, 1878.
Henning, Irvin P.	June 1, 1875.
Henry, Sue J.	December 23, 1886.
Herbert, Thomas L.	February 9, 1884.
Herbst, A.	February 17, 1878.
Hermann, Theresa	May 17, 1884.
Herndon, Annie Celia	January 27, 1882.
Herrod, John	July 29, 1885.
Herrod, William	July 13, 1882.
Herron, Isaac G.	November 3, 1883.
Hershiser, Wm. A.	November 10, 1888.
Hetzel, Lenah	April 8, 1889.
Hewes, Mantha E.	April 1, 1882.
Hewes, J. M.	December 26, 1879.
Hewitt, Roscoe E.	May 5, 1877.
Hibbard, Louise	December 27, 1888.
Hickman, John B.	February 9, 1884.
Higby, H. C.	June 1, 1875.
Higgins, B. F.	September 29, 1879.
Hill, Harry G.	August 9, 1884.
Hill, Mrs. A. H.	February 17, 1873.
Hill, Alice M.	February 9, 1884.
Hill, E. K. (duplicate).	July 29, 1885.
Hills, Alfred F.	July 13, 1882.
Hill, Ava	September 20, 1889.
Hillman, Jeannette C.	April 8, 1889.
Hilton, Emma H.	September 29, 1879.
Hilton, Stephen	May 5, 1877.
Hinckley, Mrs. Elizabeth	September 29, 1879.
Hines, Gideon D.	July 23, 1882.
Hinton, J. W.	July 23, 1878.
Hitchcock, L. V.	March 13, 1879.
Hobe, Sophia A.	April 8, 1889.
Hobbs, Julia A.	May 17, 1884.
Hobbs, W. H.	March 13, 1879.
Hochheimer, Julia	June 14, 1889.
Hodge, James	July 12, 1886.
Hodgdon, Miss S. J.	December 13, 1872.
Hodgkins, Mary A.	May 28, 1879.
Hodgkinson, Kate	September 20, 1889.
Hoffman, Mrs. Mary L.	November 28, 1878.
Hogan, Miss M. J.	May 5, 1877.
Holitt, Ira G.	December 27, 1866.
Holitt, Julia B.	November 10, 1888.
Holbrook, Miss Nellie	May 28, 1876.
Holbrook, T. W. J.	December 27, 1866.
Holder, W. W.	November 11, 1871.
Holland, Bertha	July 12, 1886.
Holland, Helen E.	April 1, 1882.
Holland, Judson A.	December 23, 1886.
Hollenbeck, Mrs. B. L.	September 24, 1878.
Hollingsworth, Landon M.	June 14, 1888.
Hollopeter, Elmer E.	August 8, 1887.
Holloway, Elvira H.	July 13, 1882.
Holman, Stephen A.	January 23, 1885.
Holmes, Ada M.	August 8, 1887.
Holmes, Ahira	December 27, 1866.
Holmes, Ida M.	September 1, 1877.
Holmes, Ellis H.	December 17, 1866.
Holton, Abba L.	May 5, 1877.
Holway, Ruliff S.	March 24, 1885.
Holway, Mary A.	March 30, 1886.
Holyer, Sidney Ella	August 8, 1887.
Hoogs, Mary A.	April 1, 1887.
Hopkins, Kate E.	January 27, 1881.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Horn, Laura J.	November 22, 1884.
Hornicke, Mrs. Norah H.	September 20, 1889.
Horton, G. W.	May 5, 1877.
Houchins, Samuel	September 29, 1879.
Houchins, Edward A.	April 8, 1889.
Housh, William H.	November 3, 1883.
Houghton, Mrs. E. W.	December 27, 1886.
Houghton, Ella	May 17, 1884.
Howard, George W.	August 20, 1881.
Howard, Frank B.	July 16, 1883.
Howard, Lillian A.	January 2, 1886.
Howard, Benjamin	March 13, 1879.
Howard, Louise B.	May 4, 1888.
Howard, W. B.	July 13, 1880.
Howard, Mrs. Alice O.	September 20, 1889.
Howe, Mrs. Lucilla F.	September 19, 1882.
Howe, Mindora K.	May 17, 1884.
Howe, Edward P.	July 13, 1882.
Howe, Agnes E.	January 2, 1886.
Howe, Converse	June 1, 1875.
Howe, J. M.	September 24, 1867.
Howe, H. H.	May 27, 1868.
Howe, N. P.	July 23, 1878.
Hoy, Naomi E.	September 30, 1885.
Hoyt, H. E.	March 13, 1879.
Hoyt, Elizabeth E.	July 16, 1883.
Hoyt, Mrs. M. L.	March 28, 1878.
Hoyt, India H.	July 13, 1882.
Hubbell, Rebecca E.	May 1, 1883.
Hucks, Annie E.	January 6, 1875.
Huckins, Mr. Albertine	December 13, 1889.
Hudson, Mrs. Alice L.	September 20, 1889.
Hudson, J. A.	February 17, 1873.
Huff, Mrs. Mary B.	July 23, 1878.
Hughes, A. B.	May 5, 1877.
Hull, Clinton T.	December 26, 1879.
Humphrey, Ed. C.	August 20, 1881.
Humphrey, Mrs. M. S.	May 28, 1879.
Humphreys, Miss L. A.	June 22, 1874.
Humphreys, Miss M. A.	June 22, 1874.
Hunt, B. E.	November 11, 1876.
Hunt, Miss Carrie L.	March 9, 1870.
Hunt, Mrs. E. G.	March 13, 1879.
Hunt, Abbie L.	February 9, 1884.
Hunt, Mrs. M. C.	May 28, 1879.
Hunt, Ida L.	September 20, 1889.
Hunter, James S.	January 27, 1881.
Huntley, Antoinette M.	September 17, 1881.
Hursh, George W.	September 19, 1882.
Hutchings, Ada F.	July 12, 1886.
Hutton, Mrs. Lucy M.	September 1, 1877.
Hunter, John	March 28, 1878.
Huntsinger, Virginia M.	March 28, 1878.
Hurley, Miss J. M. A.	November 28, 1873.
Huskey, Frank G.	November 6, 1880.
Hussey, Walter R.	September 20, 1889.
Huston, Maggie	January 2, 1886.
Hutton, Charles E.	November 28, 1873.
Hyatt, Edward	November 10, 1888.
Hyatt, Frank H.	June 14, 1889.
Hyde, Isaac N.	August 8, 1887.
Hyde, Mary E.	December 16, 1882.
Hyde, William J.	November 6, 1880.
Hyman, Deborah	January 27, 1882.
Ingham, Oscar S.	March 13, 1879.
Ingraham, Duncan G.	July 23, 1878.
Ingram, Virginia C.	April 1, 1887.
Inskip, Philip	May 28, 1879.
Isaman, S. G.	May 28, 1879.
Itsell, A. J.	June 22, 1874.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Ives, Emily F.	January 29, 1882.
Jackman, Anna M.	March 28, 1878.
Jackman, Samuel H.	May 9, 1870.
Jacobs, Rebecca	February 9, 1884.
Jacobs, Celia	July 12, 1886.
Jacobs, Susie E.	November 10, 1888.
Jacobson, Josephine	August 8, 1887.
James, Mrs. L. C.	December 26, 1879.
Jamieson, Edward H.	December 26, 1879.
Jamison, Mary E.	April 8, 1889.
Janvier, Allen E.	September 29, 1879.
Jared, Lorenzo	February 3, 1887.
Jefferson, Dora	September 29, 1879.
Jenkins, Sarah B.	December 31, 1887.
Jenks, D. W.	May 5, 1877.
Jenne, Mary E.	November 10, 1888.
Jesse, Joseph E.	August 9, 1884.
Jessup, Miss S. A.	December 13, 1872.
Jewel, Ruby A.	January 23, 1885.
Jewett, Miss Annie	April 22, 1876.
Jewett, Miss Fidelia	March 28, 1878.
Jewett, Miss Susan N.	June 3, 1872.
Johns, Charles T.	November 11, 1871.
Johns, Anna Z.	March 28, 1878.
Johns, Charles T.	January 29, 1876.
Johnson, Annette	August 8, 1887.
Johnson, Clara M.	May 17, 1884.
Johnson, G. W.	September 29, 1879.
Johnson, Joseph G.	January 29, 1876.
Johnson, Phoebe F.	January 23, 1885.
Johnson, James G.	March 29, 1870.
Johnson, Annie M.	March 24, 1885.
Johnson, Julian W.	December 26, 1879.
Johnson, J. G.	December 26, 1879.
Johnson, Josie C.	December 31, 1887.
Johnson, Marie J.	December 31, 1887.
Johnson, Mrs. Una Paulk	April 1, 1882.
Johnston, Anna Mills	February 3, 1887.
Johnston, Jennie	July 12, 1886.
Johnstone, Mrs. R. R.	March 28, 1878.
Jones, Maud H.	February 9, 1884.
Jones, Josephine B.	November 22, 1884.
Jones, George W.	November 11, 1871.
Jones, J. Thurston	December 4, 1875.
Jones, Miss Sarah	May 28, 1879.
Jones, Chloe B.	April 1, 1882.
Jones, Julia	July 29, 1885.
Jones, Leslie	July 14, 1888.
Jones, Sallie J.	December 27, 1888.
Jones, Ella M.	April 8, 1889.
Jordan, Herbert H.	April 8, 1889.
Jordan, John F.	October 26, 1877.
Jory, T. C.	December 26, 1879.
Jory, Emma L.	June 13, 1881.
Joseph, Sarah N.	July 13, 1882.
Kane, Christina L.	August 8, 1887.
Kane, Richard (duplicate)	July 12, 1886.
Kane, George	July 29, 1885.
Kane, P. H.	November 10, 1888.
Kane, Mary A.	September 20, 1889.
Kaplan, Marie E.	December 13, 1889.
Karr, Anna Bell	April 8, 1889.
Kean, Annie M.	December 31, 1887.
Kearney, Arthur	December 26, 1879.
Keegan, Miss Mary A.	December 4, 1875.
Keep, Josiah	February 9, 1884.
Keeler, Mrs. Martha B.	September 20, 1889.
Keller, Lizzie F.	September 10, 1886.
Keller, Maggie	November 10, 1888.
Kelley, Mary R.	May 4, 1888.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Kelly, Lillian	March 17, 1890.
Kellogg, Amelia R.	February 3, 1887.
Kellogg, Franklin E.	May 17, 1884.
Kellogg, Adelbert E.	December 30, 1882.
Kelly, Susie E.	July 12, 1886.
Kendall, Mrs. C. S.	October 26, 1877.
Kendall, Marion A.	December 27, 1888.
Kelsey, Darwin N.	May 4, 1888.
Kelly, Lettie K.	November 3, 1883.
Kelsey, Sarah G.	March 30, 1886.
Kelso, John R.	April 26, 1876.
Kelso, Luella	December 30, 1882.
Kelton, Mrs. M. A.	March 13, 1876.
Keniston, Charles M.	January 27, 1882.
Kennedy, J. T.	November 11, 1876.
Kennedy, J. G.	November 11, 1871.
Kennedy, Thomas E.	May 28, 1879.
Kennedy, W. W.	November 11, 1871.
Kennedy, John	December 26, 1879.
Kennedy, N.	September 24, 1878.
Kenny, Maria F.	December 31, 1887.
Kent, Isabella	May 5, 1877.
Kent, W. F.	March 13, 1879.
Kenyon, Ferdinand	January 27, 1882.
Kercheval, Jennie G.	November 25, 1869.
Keran, A. P.	September 29, 1879.
Keran, J. N.	September 29, 1879.
Kermode, William	November 22, 1884.
Kerr, A. W.	September 29, 1879.
Kertchum, Mary E.	November 10, 1888.
Kidder, Mrs. Sophia	March 28, 1878.
Kilgour, Jennie C.	July 29, 1885.
Kilpatrick, E. C. (duplicate)	December 30, 1882.
Kimball, C. H.	September 1, 1877.
Kimball, George H.	April 1, 1887.
Kimball, Miss T.	December 26, 1879.
Kimball, Mary S.	December 26, 1879.
Kincaid, Mrs. Mary W.	June 29, 1876.
King, Florella	July 23, 1878.
King, Alicia A.	January 2, 1886.
King, Cynthia J.	December 23, 1886.
King, Jessie I.	June 13, 1890.
Kingman, Mrs. Mary V.	December 4, 1876.
Kinkade, Letitia	November 11, 1876.
Kinne, H. C.	June 3, 1872.
Kirch, Lizzie C.	March 28, 1878.
Kirk, T. J.	May 28, 1879.
Kirkland, Cordelia	May 1, 1883.
Kirkpatrick, J. M.	November 25, 1869.
Kirkwood, William A.	April 1, 1887.
Kissling, Rosa	November 10, 1883.
Kister, Mrs. Naomi Angell	June 13, 1890.
Kitto, Marguerite L.	December 13, 1889.
Kleeberger, George R.	December 26, 1879.
Klench, T. J.	November 11, 1876.
Kline, Charles G.	January 2, 1886.
Kline, Elisha B.	May 4, 1888.
Klink, Jean S.	September 29, 1889.
Klippel, Emelia C.	March 17, 1890.
Knight, D. S.	September 24, 1878.
Knighton, W. A.	December 26, 1879.
Knowlton, Ebenezer	December 27, 1866.
Knowlton, E. L.	September 1, 1877.
Knowlton, George H.	December 31, 1887.
Knowlton, Josephine	July 16, 1883.
Koenig, Edward J.	April 8, 1889.
Kraft, E. H.	September 17, 1881.
Kraft, George K.	December 23, 1886.
Kratzer, Lelia	May 5, 1877.
Kratzer, Sarah	November 22, 1884.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Kraus, Sophia M. F.	July 29, 1884.
Lacy, Jasper N.	February 3, 1887.
Lafferty, J. M.	May 5, 1877.
La Grange, S. Ella	September 19, 1882.
Laird, Marie E.	September 24, 1878.
Lafranchi, Mrs. C.	March 28, 1878.
Lelande, Blanche	June 14, 1887.
Lamb, Miss Irene	November 28, 1873.
Lambie, Christina	July 12, 1886.
Lambert, Dan.	December 26, 1879.
Langstader, Pauline	December 16, 1882.
Laning, Frank	December 23, 1886.
Larew, James A.	December 23, 1886.
Larew, Peter.	December 26, 1879.
Larew, William H.	September 17, 1881.
Larkin, H. Christine	December 23, 1886.
Larkin, Elwood D.	December 30, 1882.
Larrabee, Peter S.	June 13, 1881.
Leadbeater, Mrs. Irene.	June 13, 1881.
Leadbeater, W. R.	July 12, 1880.
Leahy, Mary	July 29, 1886.
Lechler, Ida A.	December 23, 1886.
Lee, Harriet J.	December 31, 1887.
Lee, Delight Swift.	April 1, 1882.
Lee, Hattie	December 27, 1888.
Leech, Marion V.	July 12, 1886.
Leek, William H.	July 16, 1883.
Le Fevre, J. P.	July 13, 1880.
Leggett, Kate	August 9, 1884.
Leggett, Joseph	June 3, 1872.
Leggett, William A.	June 14, 1887.
Lehan, M. S.	July 23, 1878.
Leighton, Leon	January 23, 1886.
Leininger, Etta	July 16, 1883.
Lemon, Josephine	May 4, 1888.
Leonard, Susie T.	July 29, 1886.
Leppien, Dora H.	December 30, 1882.
L'Hote, Mrs. Mary F.	January 27, 1882.
Levinson, Miss Rosa	June 3, 1872.
Levi, Daniel	November 28, 1873.
Lewis, Clelia M.	May 5, 1877.
Lewis, J. S.	December 26, 1879.
Lewis, Julia	June 14, 1889.
Libby, George F.	May 4, 1888.
Libby, Mrs. Josephine S.	July 23, 1878.
Lieginger, Henry	June 12, 1880.
Lighte, Miss Pauline	December 26, 1879.
Lightall, G. E.	March 14, 1875.
Lillie, John B.	December 4, 1875.
Lillie, Miss S. P.	March 28, 1878.
Lindberg, Emily U.	December 16, 1882.
Linscott, John W.	March 28, 1878.
Lipman, Matilda E.	February 9, 1884.
Lipowitz, Max	December 4, 1875.
Lipowitz, Ellen	April 8, 1889.
Lisson, Tillie C.	June 14, 1889.
Little, Mary	March 3, 1879.
Little, Frederick E.	January 2, 1886.
Little, Maggie E.	July 12, 1886.
Little, Cinda	May 28, 1879.
Little, Lizzie B.	April 1, 1887.
Littlefield, Nellie A.	December 16, 1882.
Littlefield, J. D.	December 27, 1866.
Lloyd, D. M.	September 29, 1879.
Lloyd, Julius	March 28, 1878.
Lloyd, Miss Mary A.	July 23, 1878.
Lloyd, William	August 29, 1881.
Loofburrow, E.	March 28, 1878.
Loofburrow, Mary	November 22, 1884.
Loomis, Miss Amanda	December 15, 1868.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
London, Jacques.....	January 29, 1876.
Long, Orpha Amelia.....	June 13, 1881.
Lorain, John.....	January 27, 1881.
Loring, Mrs. Martha W.....	March 13, 1879.
Lottman, B. Dena.....	March 17, 1890.
Loud, Emily S.....	November 10, 1883.
Loucks, Annie.....	June 4, 1887.
Loughran, Susie F.....	May 4, 1888.
Love, Josephine.....	May 4, 1888.
Love, Frank R.....	August 9, 1884.
Lovejoy, Emma.....	June 13, 1890.
Lovell, Jennie E.....	December 31, 1887.
Lovett, C. M.....	January 5, 1876.
Lovett, William B.....	June 13, 1881.
Lowe, Mrs. A.....	September 1, 1887.
Low, E. Adelia.....	May 4, 1888.
Lowe, Emma T.....	September 28, 1879.
Lowe, Miss S. E.....	December 26, 1879.
Lowell, John Marshall.....	July 23, 1878.
Lubeck, Mrs. Julia M.....	January 5, 1876.
Luckey, George W. A.....	December 27, 1888.
Luckey, Bertha M.....	December 27, 1888.
Lundt, Jennie C.....	March 30, 1886.
Lyman, Byron G.....	June 13, 1881.
Lynch, Miss Frances.....	December 27, 1866.
Lynch, Maggie M.....	June 14, 1887.
Lynch, Nellie R.....	May 4, 1888.
Lynch, Mrs. Tillie L.....	March 13, 1879.
Lynch, W. F. B.....	November 11, 1876.
Lynch, Mary A.....	June 13, 1890.
Lynch, Alice E.....	April 8, 1889.
Lyon, Timothy J.....	January 2, 1886.
Lyser, Albert.....	October 26, 1877.
Lysinger, Emma L.....	September 30, 1885.
Macdonald, Miss Kate.....	July 23, 1878.
Mack, George C.....	December 27, 1866.
Mack, George F.....	September 24, 1878.
Magoon, W. H.....	July 23, 1878.
Mackall, J. N.....	December 13, 1872.
Macphee, D. A.....	September 29, 1879.
Madden, Adelia.....	May 4, 1888.
Madden, Agnes G.....	February 3, 1887.
Maddux, Mary Polhemus.....	March 17, 1890.
Madrill, Ellie.....	December 31, 1887.
Maguire, Louise.....	September 29, 1879.
Magner, Mary.....	August 8, 1887.
Main, W. Fred.....	March 24, 1885.
Makinney, H. E.....	December 15, 1868.
Malcolm, Norman E.....	June 13, 1890.
Malloch, James.....	April 8, 1889.
Mallory, Ida R.....	March 30, 1886.
Manchester, M. R.....	June 13, 1881.
Manley, George P.....	July 13, 1880.
Mann, S. Jennie.....	December 16, 1882.
Mann, Azro L.....	November 29, 1867.
Manning, Miss Agnes M.....	November 23, 1878.
Manning, Delia.....	September 10, 1886.
Manzer, John.....	September 29, 1879.
Marett, Sabina A.....	June 13, 1890.
Marcus, Mrs. Emma C.....	July 23, 1878.
Markley, Julia M.....	September 30, 1885.
Markley, Jennie S.....	November 10, 1888.
Marshall, Carl C.....	March 24, 1885.
Markham, Charles E.....	December 26, 1879.
Marks, Bernard.....	June 8, 1866.
Marshall, Marilla.....	December 30, 1882.
Marsh, Addie.....	November 10, 1888.
Martin, Edith J.....	December 16, 1882.
Martin, Lillie J.....	March 17, 1890.
Martin, A.....	November 11, 1876.

LIFE DIPLOMAS--Continued.

NAMES.	When Issued.
Martin, Joseph G.	July 12, 1886.
Martin, Ada	July 12, 1886.
Martin, Mrs. Fannie McG.	January 27, 1882.
Martin, Mrs. Mary J.	July 13, 1882.
Martin, Julia C.	September 10, 1886.
Martin, Aurelius F.	November 22, 1884.
Martin, John W.	August 8, 1887.
Marts, Mary	May 4, 1888.
Marsh, Mrs. S. W.	June 13, 1871.
Martling, J. A.	July 23, 1878.
Marston, C. E.	September 29, 1879.
Mason, Gertrude H.	February 9, 1884.
Mason, W. H.	March 13, 1879.
Mason, Cannie	June 14, 1889.
Mason, Leola I.	November 10, 1888.
Mathews, Lizzie	May 4, 1888.
Mathews, Newell	December 26, 1879.
Mathews, Mack	July 12, 1886.
Mathews, Mary	January 27, 1882.
Mathews, Mary E.	July 13, 1882.
Mathews, Frank	March 17, 1890.
Mathieson, Grace	May 4, 1888.
Maurer, John L.	January 27, 1882.
Maxwell, Walter	September 29, 1879.
May, Mrs. Nantie Adams	January 27, 1882.
Mayhew, Mrs. H. A.	March 13, 1879.
Mayer, Charlotte	March 17, 1890.
Mayer, Jessie	March 17, 1890.
Maze, Jennie	May 4, 1888.
McAdams, Ida	August 9, 1884.
McAdams, William C.	January 27, 1882.
McAllen, Maggie	November 22, 1884.
McArthur, Anna	May 5, 1877.
McArthur, A. W.	May 28, 1879.
McBride, H. E.	January 5, 1875.
McCabe, E. B.	December 26, 1879.
McCall, J. M.	December 26, 1879.
McCann, Miss M. E.	December 26, 1879.
McCarthy, Mrs. M. E.	December 26, 1879.
McCarthy, F. H.	November 11, 1876.
McCarthy, A. F.	January 5, 1875.
McCarthy, Kate A.	February 3, 1887.
McCauley, Annie	December 31, 1887.
McClure, Mary D.	February 3, 1887.
McClure, Susie M.	May 4, 1888.
McClure, Martha R.	March 30, 1886.
McClymonds, J. W.	September 29, 1879.
McClymonds, Virginia M.	April 1, 1882.
McConnell, James J.	March 24, 1885.
McConnell, Quinette O.	June 4, 1887.
McCord, Alice A.	June 4, 1887.
McCormack, Miss Harriet	April 22, 1876.
McConoughey, Ella	March 17, 1890.
McCourt, James	November 3, 1883.
McCourt, Charles A.	July 29, 1885.
McCourt, Robert	June 14, 1887.
McCoy, John M.	September 30, 1885.
McCowan, Mrs. Mary E. P.	August 20, 1881.
McCroskey, R. C.	July 23, 1878.
McChesney, J. B.	July 5, 1867.
McCulloch, H. E.	July 23, 1878.
McCutchan, Hugh H.	November 22, 1884.
McDaniel, Ella	November 3, 1883.
McDermott, Annie F.	November 22, 1884.
McDonald, A. H.	December 15, 1868.
McDonald, Mrs. A. H.	January 5, 1875.
McDonald, Jonathan T.	July 29, 1885.
McDonald, Julia	March 30, 1886.
McDonald, B. F.	December 26, 1879.
McDonald, May A.	December 26, 1879.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
McDonald, Mary M.	January 27, 1882.
McDonald, Ida V.	September 20, 1889.
McDonnell, Kate	September 10, 1886.
McDowell, T. K.	September 29, 1879.
McEwen, John H.	September 1, 1877.
McFadden, Mrs. Agnes	January 5, 1875.
McFadden, W. M.	March 14, 1876.
McFadden, Kate	December 26, 1879.
McFarland, Nellie F.	March 30, 1886.
McGregor, Annie	August 9, 1884.
McGregor, Annie A.	August 9, 1884.
McGlashan, C. F.	April 22, 1879.
McGrann, Cora F.	December 26, 1886.
McHugh, Peter	March 13, 1879.
McIndoe, Miss C.	December 26, 1879.
McKay, Mrs. H. M.	December 26, 1879.
McKean, William G.	August 20, 1881.
McKee, Ellen F.	November 22, 1884.
McKenna, Edward	February 3, 1887.
McKennon, Mary L.	February 3, 1887.
McKenzie, Margaret	January 29, 1876.
McKenzie, Mrs. Emma W.	June 13, 1890.
McKillop, A.	December 26, 1879.
McKown, Mrs. M. E.	May 23, 1879.
McKusick, H. P.	August 20, 1881.
McIntosh, Mrs. Kate	September 19, 1882.
McLaughlin, Alex. C.	May 4, 1888.
McLaughlin, Agnes	December 31, 1887.
McLaughlin, Kate C.	January 27, 1882.
McLean, Allan	February 9, 1884.
McLellan, Mary B.	May 4, 1888.
McLeod, Edith	June 14, 1889.
McMeans, A. C.	July 23, 1878.
McMeekan, Eliza J.	December 16, 1882.
McMillin, Lizzie R.	December 26, 1879.
McMillan, J. G.	May 23, 1879.
McMullan, Emily	December 26, 1886.
McNair, Martha J.	November 22, 1884.
McNamer, John P.	August 20, 1881.
McNear, Lucy C.	December 10, 1884.
McNicol, Belle	December 16, 1882.
McPhail, J. S.	September 29, 1879.
McPhail, Fannie A.	July 12, 1886.
McPhee, Mary V.	September 24, 1878.
McPhee, Angus	March 17, 1890.
McPherron, Asbury S.	September 10, 1886.
McPherron, John M.	July 12, 1886.
McPherson, Stephen	March 23, 1878.
McPherson, W. G.	May 23, 1879.
McPherson, Mrs. S. M.	September 29, 1879.
McPherson, A. B.	November 6, 1880.
McStay, Josephine C.	July 12, 1886.
McVenn, Gertrude E.	September 20, 1889.
Meades, S. P.	December 26, 1879.
Meek, Anna P.	September 29, 1879.
Megahan, Ambrose	September 19, 1882.
Megerle, Lisetta	March 17, 1890.
Meehan, Margaret G.	June 13, 1890.
Meginity, Mrs. M. P.	September 29, 1879.
Melrose, Mrs. Mary H.	September 29, 1879.
Menary, Kate H.	November 10, 1888.
Menefee, C. A.	November 11, 1871.
Menges, Miss Carrie A.	July 23, 1878.
Mercer, Mary A.	June 4, 1887.
Meredith, David M.	July 29, 1885.
Meredith, Charles T.	May 4, 1888.
Merriman, Clarissa L.	June 14, 1889.
Merrill, Mrs. M. D.	December 26, 1879.
Merritt, Helen W.	December 31, 1887.
Merritt, Jennie S.	April 1, 1887.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Merritt, Julia	September 29, 1879.
Mervin, Charles E.	July 23, 1878.
Metcalf, George S.	August 8, 1887.
Metcalf, Miss Mary F.	March 28, 1878.
Metzger, J. E.	December 26, 1879.
Metzger, C. L.	January 5, 1875.
Metzler, John A.	January 23, 1886.
Michener, Mary E.	July 23, 1878.
Middleton, Mrs. Eliza F.	June 1, 1875.
Miers, Charles F.	November 6, 1880.
Miles, Mrs. S. A.	March 28, 1878.
Miley, Annette D.	November 10, 1888.
Millette, Percival C.	March 14, 1871.
Miller, Miss Emma J.	July 23, 1878.
Miller, Miss N. J.	September 1, 1877.
Miller, Emma A.	November 22, 1884.
Miller, Lafayette	May 5, 1877.
Miller, Ora E.	November 28, 1873.
Miller, Isabella A.	January 23, 1886.
Miller, Miss Sarah E.	May 5, 1877.
Miller, Mrs. E. K.	December 26, 1879.
Miller, Belle	June 13, 1890.
Miller, Sallie C.	September 20, 1889.
Miller, Ida V.	April 8, 1889.
Miller, Florence C.	September 19, 1882.
Miller, Minnie E.	January 2, 1886.
Milliken, Ellen A.	November 28, 1873.
Mills, Mary H.	August 9, 1884.
Mills, Alice	July 16, 1883.
Mills, Maime	November 10, 1888.
Mills, Myron	November 3, 1883.
Miner, Mary E. L.	May 4, 1888.
Miner, Eda L.	June 13, 1890.
Minor, Grace D.	September 20, 1889.
Minns, George W.	June 8, 1866.
Mitchell, John D.	December 30, 1882.
Mitchell, A. Judson	May 17, 1884.
Mitchell, Katie	January 27, 1882.
Mix, Christiania A.	December 23, 1886.
Mize, Thomas J.	December 23, 1886.
Mock, Alonzo W.	November 10, 1888.
Mock, Arthur	November 10, 1888.
Molyneaux, Frank A.	June 13, 1890.
Monaghan, Lizzie C.	December 13, 1889.
Monroe, Joseph J.	March 17, 1890.
Molloy, Bessie	January 27, 1892.
Montgomery, Annie C.	May 28, 1879.
Montgomery, Frank P.	November 10, 1888.
Moore, Anna J.	October 26, 1877.
Moore, Elbertas L.	February 3, 1887.
Moore, Fannie A.	June 14, 1888.
Moore, Mrs. Mary B.	December 4, 1875.
Moore, Matilda E.	December 16, 1882.
Moore, Nannie	July 29, 1885.
Moore, Etta J.	September 10, 1886.
Moorehead, Samuel L.	August 9, 1884.
Moore, Charles W.	March 24, 1885.
Moore, Mary B.	January 2, 1886.
Morford, S. O.	September 26, 1879.
More, Ira	September 1, 1877.
Morey, Sabie E.	January 2, 1886.
Morey, Fanny	March 17, 1890.
Morford, N. A.	December 28, 1879.
Morford, Kate M.	August 20, 1881.
Morgan, Helen A.	August 20, 1881.
Morgan, Richard	January 27, 1881.
Morgan, Jennie	September 30, 1885.
Morgan, George P.	July 12, 1886.
Morgan, Miss Rose E.	September 1, 1877.
Morgan, H. J.	July 23, 1878.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Morley, Grace	August 20, 1881.
Morrill, Joseph C.	September 24, 1887.
Morrill, Alice	April 8, 1889.
Morris, Mary E.	June 14, 1889.
Morris, William D.	July 16, 1883.
Morris, Matilda Parker ..	July 23, 1878.
Morris, N. Z.	November 28, 1873.
Morrison, Mary E.	June 14, 1888.
Morse, Augustus, Jr.	November 29, 1867.
Morse, Georgia C.	November 10, 1888.
Morse, H. A.	March 13, 1879.
Morse, S. A.	July 23, 1878.
Morton, Carrie L.	December 23, 1886.
Morton, Ella J.	December 31, 1887.
Morton, Robert A.	July 13, 1882.
Mosher, W. C.	December 26, 1879.
Mott, Mrs. Mary T.	January 27, 1881.
Moulthrop, Mary S.	August 9, 1884.
Moulton, James S.	April 8, 1889.
Moulty, Adele C.	August 9, 1884.
Mower, Francis O.	January 27, 1882.
Mower, Miss E.	September 29, 1879.
Mulgrew, Mary T. A.	May 4, 1888.
Mullen, Harriet M.	January 27, 1882.
Mumford, Mrs. M. E.	April 22, 1876.
Munday, M. E. C.	December 26, 1879.
Munson, Josephine E.	May 17, 1884.
Munson, J. P.	March 13, 1879.
Murdock, Maria E.	January 23, 1885.
Murdoch, Grace R.	June 13, 1880.
Murnan, Frank T.	June 14, 1889.
Murnan, John T.	July 16, 1883.
Murphy, Miss Mary M.	June 1, 1875.
Murphy, C. H.	December 26, 1879.
Murphy, Ella Frances ..	June 13, 1890.
Murrish, Harry T.	March 17, 1890.
Murry, Addie	September 30, 1879.
Murray, L. Jenny	December 31, 1887.
Murray, Mrs. Maggie ..	March 28, 1878.
Murtha, Richard E.	July 12, 1886.
Muth, Hattie	August 9, 1884.
Myers, Lena M.	November 10, 1888.
Myrick, Thomas S.	December 27, 1886.
Myrick, Elizabeth B.	February 3, 1887.
Myrick, Geo. F.	August 8, 1887.
Nachtrieb, Annie D.	July 29, 1885.
Nagle, Mary	December 31, 1887.
Nash, John C.	January 27, 1882.
Nattinger, Addie G.	July 16, 1883.
Neary, Annie J.	June 4, 1887.
Neill, Susie J.	February 9, 1884.
Neill, Charles L.	January 2, 1886.
Nellis, William	November 6, 1880.
Nelson, Jeanette	November 6, 1880.
Nelson, Henry A.	March 14, 1871.
Nesbitt, Jennie W.	March 28, 1878.
Newberry, Harriet K.	January 27, 1882.
Newberry, Carrie J.	July 16, 1883.
Newberry, Ella A.	April 1, 1887.
Newby, Ellsberry	August 8, 1887.
Newcomer, Jacob	September 29, 1879.
Newell, E. C.	March 13, 1879.
Newton, Hulda N. S.	January 27, 1882.
Nicewonger, Agnes H.	June 13, 1890.
Nichols, F. A. E.	March 13, 1879.
Nichols, Nettie S.	December 16, 1882.
Nicholson, Thomas	June 22, 1874.
Nickerson, William A.	July 29, 1885.
Nickerson, W. A.	December 26, 1879.
Norman, Nellie M.	January 22, 1885.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Norman, L. F.	November 11, 1876.
Norris, Jennie A.	June 13, 1881.
North, Emeline M.	September 30, 1885.
Northen, Mary J.	January 2, 1886.
Norton, Fred. C.	August 20, 1881.
Norvell, Joseph A.	January 27, 1882.
Nusbaumer, Florence	July 16, 1883.
Nutting, H. N.	December 27, 1866.
Nutting, Wm. L.	August 8, 1887.
O'Brien, Kate	January 27, 1881.
O'Brien, Miss Juliet F.	December 26, 1879.
O'Connor, Joseph	March 14, 1871.
O'Connor, Maria E.	January 29, 1876.
O'Connor, Mary	December 23, 1886.
O'Donnell, Mary E.	July 12, 1886.
O'Dwyer, James	June 22, 1875.
Oglesby, Miss M. A.	December 26, 1879.
O'Hara, Kate F.	November 10, 1888.
O'Loughlen, Nellie.	September 29, 1879.
O'Leary, Katie R.	January 27, 1882.
Olinger, A. F.	December 13, 1872.
Oliver, A. W.	January 29, 1876.
Oliver, J. C.	September 1, 1877.
Olmstead, Theodore	July 29, 1886.
Oman, Mrs. Alice S.	September 29, 1879.
Oman, G. W.	September 29, 1879.
O'Neal, Mary L.	July 29, 1885.
O'Neil, Mary	August 8, 1887.
O'Neill, J. G.	September 24, 1878.
Orr, Alfred R.	December 16, 1882.
Orr, Lizzie L.	December 16, 1882.
Ortega, Canpolican.	September 30, 1884.
Ortega, Dario M.	July 16, 1883.
Orton, Frances B.	June 13, 1890.
Osborne, John S.	June 14, 1889.
Osborn, C. V.	December 26, 1879.
Otis, Charles W.	November 28, 1873.
Otis, Frank P.	August 9, 1884.
Owsley, Clara M.	December 13, 1889.
Overend, Miss Lizzie.	November 28, 1873.
Overend, Elizabeth	July 13, 1882.
Owen, Phebe R.	July 13, 1882.
Owen, Mrs. H. D.	May 23, 1879.
Owen, Susie	November 6, 1880.
Owens, Miss Nellie M.	May 23, 1879.
Owens, Sarah L.	June 14, 1888.
Packard, Lizzie A.	March 24, 1885.
Paine, Alice V.	January 23, 1885.
Paine, C. R.	March 13, 1879.
Palmer, Miss R. M.	September 24, 1878.
Palmer, Angie C.	November 10, 1888.
Panabaker, Charles S.	December 30, 1882.
Panabaker, Edward E.	June 4, 1887.
Pardee, Carrie.	July 16, 1883.
Pardee, Helen N.	April 1, 1887.
Parker, James L.	March 23, 1878.
Parker, Jean	March 14, 1871.
Parker, Mrs. F. A.	May 5, 1877.
Parker, Edward A.	February 9, 1884.
Parker, Hattie	December 23, 1886.
Parkinson, Thomas A.	June 14, 1889.
Parkinson, Charles E.	February 9, 1884.
Paris, Mrs. Alice C.	September 20, 1889.
Parnell, Eben H.	September 20, 1889.
Parsons, Austin F.	February 8, 1887.
Pascoe, Miss Mary J.	June 3, 1872.
Patchett, Virginia	February 9, 1884.
Paterson, John	December 31, 1887.
Patterson, Eliza S.	March 13, 1879.
Patterson, Isabelle.	November 6, 1880.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Patterson, Alma	June 14, 1889.
Patton, Herbert	December 26, 1879.
Patton, Martha A.	July 13, 1882.
Patton, Jessie R.	December 23, 1886.
Paul, Miss R. P.	September 29, 1879.
Peachy, Thomas G.	September 1, 1877.
Pearson, Emily F.	March 13, 1875.
Pease, Clarence A.	January 27, 1882.
Pechin, Mrs. Celina R.	January 27, 1882.
Peck, Annie E.	November 10, 1888.
Peck, George H.	June 11, 1875.
Peck, Kate E.	March 13, 1879.
Pedlar, Mrs. Glendora H.	June 13, 1881.
Pedlar, F. A.	December 26, 1879.
Peiser, Flora	November 22, 1884.
Pettit, E. T.	September 29, 1879.
Pettit, Harriet L.	November 3, 1883.
Pelham, Mary E.	May 1, 1883.
Pelton, John C.	December 27, 1866.
Pendergast, Coloma C.	July 12, 1886.
Pendergast, H. B.	July 23, 1878.
Penwell, S. A.	June 20, 1868.
Pepper, Michael W.	June 13, 1890.
Perkins, Alice E.	June 14, 1889.
Perry, Julia	November 22, 1884.
Perry, Emma L.	July 12, 1886.
Peterson, Annie F.	August 9, 1884.
Phalin, A. M.	March 28, 1878.
Phelan, Michael J. J.	March 30, 1886.
Phelps, Mrs. Alta C.	June 13, 1881.
Phelps, Mrs. A. M.	December 26, 1879.
Phelps, Mary	April 1, 1887.
Phelps, Neil S.	November 3, 1883.
Phillips, M. A. E.	June 13, 1881.
Phillips, Hannah	November 22, 1884.
Phillips, Laura J.	April 8, 1889.
Phillips, Mollie J.	September 20, 1889.
Phillips, Thomas J.	September 20, 1889.
Phillips, Vinnie	December 13, 1889.
Phipps, Samson C.	March 24, 1885.
Pierce, Edward T.	January 2, 1886.
Pierce, Belle W.	January 2, 1886.
Pierce, Augusta	March 17, 1890.
Pierpont, Maria G.	December 31, 1887.
Pillot, Mary A.	July 12, 1886.
Piper, Wyman B.	August 9, 1884.
Pitcher, Charlotte M.	May 28, 1879.
Pleasants, G. W.	June 12, 1880.
Plummer, Albertine	January 23, 1885.
Plummer, Amos W.	August 8, 1887.
Payler, Georgia B.	August 8, 1887.
Poage, John A.	July 13, 1882.
Poage, Mrs. Lelia S.	July 13, 1882.
Pollard, W. D.	September 29, 1879.
Polly, Annie F.	February 9, 1884.
Poole, William W.	July 29, 1885.
Poole, Ella M.	April 8, 1889.
Porter, Mrs. Annie S.	June 13, 1890.
Porterfield, Anna	May 4, 1888.
Post, Nellie M.	January 2, 1886.
Potter, Mrs. H. A.	May 5, 1877.
Potter, M. B.	March 14, 1871.
Powell, Miss Elizabeth	June 1, 1875.
Powell, Emma J.	February 3, 1887.
Power, Thomas W.	March 24, 1885.
Power, Kate B.	July 12, 1886.
Power, Frank	November 11, 1871.
Power, Marvin	December 26, 1879.
Powers, T. P.	March 13, 1879.
Powers, A. M.	December 26, 1879.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Powers, Mrs. E. T.	December 26, 1879.
Powers, Vesta	August 8, 1887.
Prag, Mrs. Mary	September 1, 1877.
Pratt, Elvira	November 11, 1876.
Pratt, A. L.	December 26, 1879.
Pray, Mattie J.	September 29, 1879.
Prescott, Miss D. S.	March 14, 1871.
Prescott, Annie M.	August 20, 1881.
Preston, E. M.	May 21, 1869.
Prewitt, James	December 26, 1879.
Price, Harrison	December 26, 1879.
Price, Caroline	November 29, 1867.
Price, Ella M.	July 29, 1885.
Price, Elon A.	December 23, 1886.
Price, William H., Jr.	January 27, 1882.
Price, Thomas S.	September 20, 1889.
Prior, Philip	March 14, 1871.
Pritchard, Mrs. S. M.	March 28, 1878.
Pritchard, V. P.	September 1, 1877.
Provost, Charlotte E.	July 12, 1886.
Prowdley, Mary A.	July 29, 1885.
Pugh, Mrs. F. M.	May 29, 1879.
Pullen, Samuel J.	June 13, 1881.
Purnell, Elizabeth B.	May 1, 1883.
Putnam, J. E.	December 4, 1875.
Raclet, Victorine M.	September 30, 1885.
Radford, Cassie M.	September 20, 1889.
Rafferty, Abner L.	July 13, 1882.
Ragan, Denis F.	April 1, 1887.
Rager, George W.	May 17, 1884.
Raines, John W.	January 2, 1886.
Raines, James L.	January 27, 1882.
Rainey, Marion	March 30, 1886.
Ramsey, William C.	March 30, 1886.
Rambo, Anna M.	July 12, 1886.
Randall, A. H.	June 19, 1868.
Randall, Mrs. A. H.	May 5, 1877.
Randolph, Lucy N.	November 22, 1884.
Raney, Addie M. C.	May 4, 1888.
Raney, S.	December 26, 1879.
Rankin, Belle	November 6, 1880.
Ransdel, Violanta S.	April 1, 1882.
Rathbun, Charles W.	June 4, 1887.
Rattan, Volney	June 22, 1874.
Raub, Samuel H.	January 27, 1881.
Raven, H. S.	December 26, 1879.
Rayl, Mrs. M. R.	May 5, 1877.
Raymond, Mrs. H. A.	December 26, 1879.
Raymond, Miss Mary T.	December 26, 1879.
Ready, R. W.	September 29, 1879.
Reardon, W. H.	December 26, 1879.
Reardon, Josie	September 20, 1889.
Reasoner, Anna S.	March 25, 1875.
Reavis, W. F. S.	July 23, 1878.
Redding, Mrs. Dora C.	June 13, 1881.
Redmond, Mary T.	September 20, 1889.
Redway, Jacques	January 29, 1876.
Reed, Dayton A.	July 23, 1878.
Reed, Mrs. Mary F.	September 29, 1879.
Reed, David C.	September 20, 1889.
Reed, Mattie A.	June 13, 1890.
Rees, Alma	August 9, 1884.
Reese, John W.	March 17, 1883.
Regan, Josie J.	November 10, 1888.
Reilly, Michael J.	May 4, 1888.
Renek, Ida H.	December 31, 1887.
Renfro, Lewis C.	December 26, 1879.
Renfro, James H.	September 20, 1889.
Reynolds, Mrs. E. W.	December 26, 1879.
Reynolds, Mrs. F. E.	December 13, 1872.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Reynolds, Smith K.	February 8, 1887.
Rhodes, L. G.	June 12, 1880.
Rice, Julius A.	July 29, 1885.
Rice, George	June 13, 1881.
Rich, Hannah M.	September 20, 1889.
Richards, V. P.	March 28, 1878.
Richards, George C.	December 30, 1882.
Richardson, Irene	January 2, 1886.
Richardson, George A.	July 12, 1886.
Richardson, Noble A.	December 31, 1887.
Richmond, Hiram H.	September 30, 1885.
Riehl, Katherine M.	April 1, 1887.
Rieser, Mrs. Edwin O.	August 20, 1881.
Rightmire, Miss S. A.	May 28, 1879.
Richter, F. M.	December 26, 1879.
Riley, J. H.	November 11, 1876.
Riley, Ella	September 29, 1879.
Riley, John F. (duplicate)	July 29, 1885.
Riley, Peter T.	March 24, 1886.
Riley, James Alexander	January 27, 1882.
Ring, Orvis	July 16, 1883.
Rise, Mrs. M. E.	March 28, 1878.
Ritter, F. Willard	June 14, 1889.
Ritter, Carlton M.	December 16, 1882.
Roache, Edith Z.	April 1, 1882.
Roberts, Orris H.	July 12, 1886.
Roberts, B. F.	July 23, 1878.
Roberts, Carrie	December 30, 1882.
Roberts, Mary E.	July 16, 1883.
Robertson, Margerey C.	August 20, 1881.
Robertson, William A.	June 13, 1881.
Robertson, Miss A. C.	September 24, 1878.
Robinet, Eugenie R.	December 27, 1888.
Robinet, Margaretta	November 22, 1884.
Robinson, Mrs. M. S. P.	September 29, 1879.
Robinson, George E.	September 24, 1878.
Robinson, Emma	January 2, 1886.
Robinson, Robert E.	February 9, 1884.
Robinson, W. H. J.	December 26, 1879.
Roche, Annie J.	March 30, 1886.
Rockwood, Josephine	March 24, 1886.
Rodgers, William J.	March 24, 1885.
Rogers, Emma J.	December 26, 1879.
Rogers, Isabella D.	December 31, 1887.
Rogers, James	January 29, 1876.
Rogers, D. B. H.	September 29, 1879.
Root, Alice M.	December 31, 1887.
Root, Mollie E.	January 27, 1882.
Root, Leilla A.	November 3, 1883.
Roper, Belinda	July 13, 1882.
Roper, Mary A.	January 27, 1882.
Rose, John D.	February 9, 1884.
Rose, T. H.	June 20, 1868.
Ross, Jane	September 1, 1877.
Roundtree, Eva L.	April 8, 1889.
Rousseau, E.	May 21, 1869.
Rousseau, Mrs. L.	May 28, 1879.
Rowe, Mrs. A. A.	February 17, 1873.
Rowell, Edward P.	December 30, 1882.
Rowell, Mrs. Lizzie W.	September 20, 1889.
Rubell, Claude F.	June 13, 1881.
Ruddock, J. C.	May 5, 1877.
Ruggs, Earle L.	August 20, 1881.
Russell, Sadie E.	July 12, 1886.
Russell, Frank P.	December 16, 1882.
Russell, Mary C.	November 3, 1883.
Russell, George C.	September 20, 1889.
Rutherford, Mary A.	September 29, 1879.
Ryan, Amanda	May 5, 1877.
Ryder, J. Scott	December 31, 1887.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Sackett, Mary E.	July 12, 1886.
Salcido, Manuela G.	March 30, 1886.
Salisbury, Mary A.	January 29, 1876.
Sallee, Robert F.	September 10, 1886.
Sally, Mary	December 31, 1887.
Sample, Emma.	July 16, 1883.
Sanborn, George N.	March 27, 1881.
Sanborn, Mrs. S. S.	March 28, 1878.
Sanborn, Allan P.	July 16, 1883.
Sanders, W. A.	May 21, 1860.
Sanford, Gerrard B.	February 9, 1884.
Sankey, Mrs. M. J.	January 5, 1876.
Sargent, William J.	July 13, 1882.
Sargent, Lizzie P.	January 23, 1885.
Sarvis, George C.	May 28, 1879.
Saunders, Wesley	December 26, 1879.
Savage, Myron H.	September 29, 1879.
Sax, H. A.	November 11, 1876.
Saxton, Mary L.	July 29, 1885.
Saxton, T. A.	May 5, 1877.
Sawyer, Frances C.	July 12, 1886.
Sawyer, Mary E.	April 8, 1889.
Schaeggs, Amy C. V.	December 26, 1879.
Schellhouse, E. J.	May 21, 1860.
Schrack, Blanche E.	November 22, 1884.
Scott, J. F.	September 29, 1879.
Scott, Samuel A.	December 30, 1882.
Scott, M. M.	May 28, 1879.
Scott, William H.	March 30, 1886.
Scott, Maggie K.	September 29, 1879.
Scott, Haney W.	January 27, 1882.
Scrivner, Rosa L.	December 23, 1886.
Scully, T. J. (duplicate)	July 12, 1886.
Seaman, Elbert A.	January 27, 1882.
Seaman, Edward M.	January 27, 1882.
Seavey, O. F.	December 26, 1879.
Seawell, J. A.	April 22, 1876.
Seeley, David T. (duplicate)	March 24, 1885.
Seeley, Ida	May 1, 1883.
Selling, Nathalie	September 30, 1885.
Selling, Eugenia	June 14, 1880.
Senger, Heinrich	December 26, 1879.
Sexton, Mrs. Ella M.	March 28, 1878.
Sexton, Caroline M.	September 20, 1889.
Seymour, Mrs. E. M.	December 26, 1879.
Shafer, A. C.	December 26, 1879.
Shannon, James H.	February 9, 1884.
Sharpe, Chauncey O.	September 19, 1882.
Shaw, Mattie J.	June 13, 1881.
Shaw, Lizzie	November 10, 1888.
Shaw, Annie J.	October 26, 1877.
Shaw, B. Angela	February 9, 1884.
Shaw, Sebastian	March 28, 1878.
Shaw, Theodore S.	March 13, 1879.
Shea, Mary T.	December 23, 1886.
Shearer, Mrs. C. O.	November 28, 1878.
Shearer, S. M.	January 29, 1876.
Shearer, John L.	September 19, 1882.
Shearer, Flora McD.	November 10, 1888.
Sheehan, Johanna C.	November 10, 1888.
Shepard, Lucy R.	July 13, 1882.
Shepherd, Kate	September 30, 1885.
Shekels, Mrs. M. E.	July 13, 1880.
Shelton, James R.	March 17, 1890.
Sherman, Liza	November 3, 1883.
Sherman, Fannie M.	June 1, 1875.
Sherwood, Electra M.	December 31, 1887.
Shipley, J. C.	November 28, 1873.
Shipley, Helen V.	August 20, 1881.
Shirley, Elizabeth	June 14, 1888.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Shorkley, Harriet B.	January 27, 1882.
Short, Miss Julia B.	June 1, 1875.
Shuck, L. M.	March 28, 1878.
Sibley, J. M.	December 27, 1867.
Sickall, Mark T.	March 13, 1879.
Sickler, William A.	November 10, 1888.
Silliman, Martha A.	March 28, 1878.
Silver, Mrs. Miriam	April 1, 1887.
Simon, Mrs. Frances	December 13, 1872.
Simon, Minna	December 10, 1884.
Simons, John A.	May 23, 1879.
Simonton, George W.	December 27, 1866.
Simpson, George W.	May 17, 1884.
Simpson, Henrietta C.	July 13, 1882.
Simpson, Clara R.	April 8, 1889.
Simpson, Ida L.	June 13, 1890.
Sinclair, Mary M.	January 23, 1885.
Sinex, T. H.	October 26, 1877.
Singley, Helen A.	July 16, 1883.
Sisson, Mrs. Caroline M.	October 26, 1877.
Sisson, William H.	June 14, 1888.
Skahaen, Hannah	May 4, 1888.
Skelton, Harvey C.	December 30, 1882.
Skidmore, Susie E.	December 30, 1882.
Slater, Miss Charlotte M.	May 28, 1879.
Slavan, Miss A. E.	June 3, 1872.
Slavan, Thomas H.	March 28, 1878.
Slaven, Thomas D. M. (duplicate)	December 27, 1888.
Sleeper, Mary	November 22, 1884.
Smeltzer, Manassas J.	November 10, 1888.
Smallfield, Alice	September 20, 1880.
Smiley, Helen M.	March 17, 1890.
Smith, Emma E.	November 10, 1888.
Smith, Miss Annie	May 27, 1868.
Smith, Ansel	May 5, 1877.
Smith, Annie E.	May 28, 1879.
Smith, Charles S.	January 29, 1876.
Smith, Miss Carrie L.	December 13, 1872.
Smith, Frank H.	March 13, 1879.
Smith, Grace	September 1, 1877.
Smith, Margaret K.	July 16, 1883.
Smith, Dee H.	November 3, 1883.
Smith, Mrs. George	July 23, 1878.
Smith, James D.	March 28, 1878.
Smith, John A.	July 29, 1885.
Smith, Mrs. Jennie	June 22, 1874.
Smith, Miss Jessie	June 3, 1872.
Smith, Cora V.	February 9, 1884.
Smith, Julia	May 28, 1879.
Smith, Emma C.	November 22, 1884.
Smith, James	July 23, 1878.
Smith, Miss Mary H.	September 29, 1879.
Smith, Nehemiah	July 25, 1878.
Smith, Virginia E.	January 23, 1885.
Smith, Stanley A.	March 13, 1879.
Smith, W. A. C.	June 19, 1868.
Smith, Eleanor M.	January 2, 1886.
Smith, A. A.	December 26, 1879.
Smith, Carrie L.	December 26, 1879.
Smith, L. D.	December 26, 1879.
Smith, Edward P.	January 2, 1886.
Smith, Mrs. Morris	December 26, 1879.
Smith, Zenas F.	September 24, 1878.
Smith, J. Walter	June 13, 1881.
Smith, Mary F.	August 20, 1881.
Smith, William L.	January 27, 1882.
Smith, Florence	December 31, 1887.
Smith, James L.	December 31, 1887.
Smith, Joseph	June 4, 1887.
Smith, Mary B.	December 23, 1886.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Smullin, S. N. D.	August 9, 1884.
Smyth, Clarence S.	November 10, 1888.
Smythe, E. Louise	September 20, 1889.
Snedaker, Eunice I.	July 12, 1886.
Snow, T. N.	November 11, 1876.
Snyder, Eli C.	November 10, 1888.
Sobey, Ellen	November 10, 1888.
Soberanes, Mrs. Lulu	December 13, 1889.
Sollinger, J. A.	November 24, 1875.
Solomon, Mary	September 17, 1881.
Soule, Miss M. L.	September 1, 1887.
Soule, Fannie L.	March 28, 1878.
Southemer, J. J.	November 11, 1876.
Southworth, Mrs. E. A.	December 19, 1868.
Soward, Charles.	May 28, 1879.
Sowle, Mrs. Etta	March 17, 1890.
Spalsbury, Sara H.	September 19, 1882.
Spaulding, Addie A.	September 10, 1886.
Spaulding, Timothy A.	May 28, 1879.
Spaulding, Harriet A.	April 1, 1887.
Spedding, Kate D.	May 4, 1888.
Spencer, Rebecca.	September 24, 1878.
Spooner, Alfred	July 23, 1878.
Sprague, Althea	May 1, 1883.
Sprague, Abbie F.	December 16, 1882.
Sprague, Caroline F. (duplicate)	December 16, 1882.
Spring, E. W.	July 23, 1878.
Spring, Mrs. Fannie	July 23, 1878.
Sprott, Maggie	December 16, 1882.
Spurrier, Charles A.	May 4, 1888.
Squares, U. E.	December 26, 1879.
Stackpole, Mary C.	July 13, 1882.
Stanfield, Annie	June 14, 1889.
Stanford, Belle M.	December 27, 1888.
Stallman, Nettie C.	December 27, 1888.
Stanley, Albert T.	July 16, 1883.
Starbird, Attie T.	November 10, 1888.
Starling, Jennie M.	March 13, 1879.
Standeford, Mrs. N. D.	June 1, 1875.
Stebbins, Minnie G.	June 13, 1890.
Stern, Augusta	June 14, 1889.
Sterns, Miss H. P.	March 28, 1887.
Steel, Thomas H.	January 5, 1875.
Steele, Mattie E.	December 10, 1884.
Stephens, John	July 29, 1885.
Stevens, Augusta	March 13, 1879.
Stevens, Harriet F.	August 20, 1881.
Stevens, Eliza A.	January 2, 1886.
Stevens, Lester	January 27, 1881.
Stevens, Ada	September 20, 1889.
Stevenson, Mrs. H. R.	October 26, 1877.
Stewart, Mrs. M. C.	December 26, 1879.
Stewart, Benjamin F.	July 16, 1883.
Stewart, Anna	April 1, 1882.
Stewart, Joseph H.	June 13, 1881.
Stewart, Jessie M.	May 4, 1888.
Stewart, Mrs. Minnie Belle	February 3, 1887.
Stickney, Simon F.	August 8, 1887.
Stier, Clara A. H.	February 3, 1887.
Stiles, Sabin A.	July 29, 1885.
Stiles, R. T.	December 26, 1879.
Stiltz, Clemence L.	December 13, 1889.
Stimson, Lizzie	November 10, 1888.
Stincen, Miss Alice M.	November 28, 1873.
Stincen, Ella E. C.	September 29, 1879.
Stinchfield, Mrs. Annie	March 17, 1890.
Stiner, Mrs. Jessie H.	September 29, 1879.
Stinson, Margaret N.	December 16, 1882.
Stinson, Sarah E.	November 6, 1880.
St. John, Hester A.	November 3, 1883.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Stockton, Lemuel D.	March 30, 1886.
Stohr, Miss Tillie C.	December 26, 1879.
Stone, Miss Ella J.	December 26, 1879.
Stone, Mrs. B. H.	November 28, 1873.
Stone, Nettie M.	November 22, 1884.
Stone, D. C.	December 26, 1866.
Stone, Marion P.	September 30, 1886.
Stone H. P.	March 14, 1871.
Stone, Miss Martha	May 5, 1877.
Stone, W. R.	March 13, 1879.
Stone, Hannah E.	July 13, 1882.
Stone, Helen M.	April 1, 1882.
Stone, Henrietta	July 13, 1882.
Stone, Mary G.	May 4, 1888.
Story, Lizzie	May 4, 1888.
Story, A. R.	September 29, 1879.
Stout, George H.	December 16, 1882.
Stout, Lizzie W.	November 10, 1888.
Stowell, E. M.	March 28, 1878.
Stowell, Mrs. Fannie A.	June 22, 1874.
Stowell, Miss P. M.	June 3, 1872.
Strang, Francis M.	March 17, 1890.
Strine, John H.	March 17, 1890.
Stratton, James	December 27, 1866.
Strauss, Esther L.	August 8, 1887.
Strauss, Ida R.	August 8, 1887.
Stuart, Franc E.	November 3, 1883.
Sturges, David B.	September 29, 1879.
Sturges, Seldon	May 28, 1879.
Sullivan, Nellie F.	December 31, 1887.
Sullivan, D. J.	May 28, 1879.
Sullivan, Nora G.	November 3, 1883.
Sullivan, Mrs. Theresa M.	March 13, 1879.
Sullivan, Ella	December 13, 1889.
Sullivan, Cornelius G.	June 13, 1890.
Summers, Eliza J.	November 22, 1884.
Summers, Susan H.	March 13, 1879.
Summerfield, Alice	July 29, 1886.
Summerville, Letitia	September 20, 1889.
Sumner, Henrietta	October 26, 1877.
Sumner, J. H.	November 28, 1873.
Sundquist, Josie M.	June 4, 1887.
Sutherland, Miss F. C.	March 13, 1879.
Sutphen, Albert W.	June 12, 1880.
Swan, Amanda	November 11, 1876.
Swain, O. E.	March 23, 1878.
Swanson, John T.	December 27, 1888.
Swasey, Alice	July 29, 1886.
Swasey, John A.	July 29, 1886.
Sweeney, Cassie L.	May 4, 1888.
Sweeney, Minnie	November 10, 1888.
Sweeney, Edward	September 29, 1879.
Swett, Mrs. Mary L.	December 27, 1866.
Swett, John	September 24, 1867.
Swift, Mary H.	September 10, 1886.
Swinney, Edwin	April 1, 1882.
Sykes, Jeannette N.	January 23, 1886.
Sykes, Frederick R.	June 13, 1890.
Taaffe, Lawrence	June 4, 1887.
Tabor, Benjamin P.	December 23, 1886.
Tabor, Mrs. Cora E.	September 20, 1889.
Taney, Lucy K.	December 23, 1886.
Tarbox, Charlotte W.	July 13, 1882.
Tatham, John	August 9, 1884.
Taylor, Robert	December 27, 1866.
Taylor, Robert S.	May 5, 1877.
Taylor, Agnes C.	March 13, 1879.
Taylor, William S.	May 28, 1879.
Teaford, Nannie W.	February 3, 1887.
Teel, Mary L.	March 17, 1890.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Templeton, Carrie A.	March 13, 1879.
Templeton, Miss L. S.	December 13, 1872.
Templeton, Louise	September 29, 1879.
Templeton, M. L.	November 29, 1867.
Terry, Henry F.	November 22, 1884.
Thayer, Rose	May 4, 1888.
Thom, Charles J.	September 19, 1882.
Thomas, Josiah W.	August 8, 1887.
Thomas, Mrs. B. F.	December 26, 1879.
Thomas, Flora M.	November 22, 1884.
Thompson, Etta L.	July 13, 1882.
Thompson, O. M.	December 26, 1879.
Thompson, Sarah E.	December 26, 1879.
Thompson, Miss Helen	June 3, 1872.
Thompson, Sadie R.	March 30, 1888.
Thompson, J. N.	November 11, 1876.
Thompson Helen M.	September 29, 1879.
Thompson, Louisa	May 5, 1877.
Thompson, Albert N.	August 8, 1887.
Thompson, Roberta A.	June 4, 1887.
Thompson, Jessica B.	December 27, 1888.
Thornton, Maggie E.	November 6, 1880.
Thorp, J. H.	March 13, 1879.
Thurber, A.	November 11, 1871.
Thurber, Mrs. J. V.	October 26, 1877.
Thurmond, G. E.	September 29, 1879.
Thurston, Maggie	February 9, 1884.
Thurston, Nettie	May 17, 1884.
Thurston, E. T.	May 21, 1869.
Thurston, Sarah E.	December 4, 1871.
Tichworth, J. C.	December 26, 1879.
Tiernan, Mrs. A. E.	September 24, 1878.
Tierney, Maggie A.	September 29, 1879.
Tiffany, Osbert A.	July 29, 1885.
Tiffany, A. J.	March 28, 1878.
Tillotson, H. J.	January 27, 1881.
Tilson, James R.	November 22, 1884.
Tilton, Etta M.	January 27, 1882.
Tildall, Lizzie H.	August 8, 1887.
Titus, Mary J.	March 13, 1879.
Tobin, Maggie	July 29, 1885.
Todd, Aurora H.	December 31, 1887.
Todd, H. J.	January 29, 1876.
Todd, Maggie	July 29, 1885.
Tompkins, Cora	December 30, 1882.
Tople, Prince L.	December 13, 1889.
Toothacher, Miss M. O.	March 28, 1878.
Torrey, L. Jennie	January 27, 1882.
Tower, Celia F.	July 29, 1885.
Towne, Hattie M.	November 22, 1884.
Townley, Emma	December 31, 1887.
Townsend, Mrs. Belle	August 20, 1881.
Towle, C. B.	April 22, 1876.
Traber, John W.	July 12, 1886.
Trafton, Dr. A.	November 11, 1871.
Trask, Stella G.	November 10, 1888.
Trask, Dunmer K.	June 14, 1889.
Traynor, Mary E.	December 23, 1886.
Treat, Hannah H.	November 22, 1884.
Trout, D. H.	March 13, 1879.
True, C. F.	March 28, 1878.
Tryon, Mary E.	May 1, 1888.
Tucker, Mrs. E. R.	July 23, 1878.
Tully, Lizzie	December 13, 1889.
Tully, James	March 13, 1879.
Tunnell, Byron J.	December 16, 1882.
Turner, Henry F.	March 28, 1878.
Turner, Mrs. Alice M.	December 26, 1879.
Turner, Hanna Scott	July 13, 1882.
Turner, Emily J.	November 10, 1888.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Turner, William B.	June 14, 1889.
Tuttle, Mary E.	April 8, 1889.
Tuttle, Mrs. Mary E.	November 22, 1884.
Twining, Nathan C.	December 31, 1887.
Twitchell, Ida M.	July 29, 1885.
Twombly, B. F.	December 26, 1879.
Tyler, Eliza	July 16, 1883.
Tyrrell, Mary A.	January 27, 1882.
Tyus, Mary A.	November 6, 1880.
Udell, Frank	July 12, 1886.
Underwood, J. G.	July 23, 1878.
Underwood, George	September 10, 1886.
Upham, Isaac	May 21, 1869.
Upton, Mary F.	November 3, 1883.
Usinger, Conrad	September 19, 1882.
Valentine, Layton W. (duplicate)	July 12, 1886.
Vandever, Mary	August 8, 1887.
Van Dorn, V. J.	May 5, 1877.
Van Fossen, M. L.	December 26, 1879.
Van Guelder, Bertie	April 8, 1889.
Van Schaick, Mary A.	March 13, 1879.
Van Vlear, Mrs. Jennie M.	June 13, 1890.
Varcoe, George	March 17, 1880.
Varner, Laura A.	January 23, 1885.
Veeder, Mrs. Eliza P.	June 13, 1881.
Vestal, F. A.	May 5, 1877.
Vickers, Isora	January 27, 1881.
Vickers, Livingston Ed.	August 8, 1887.
Vincent, Mrs. M. E.	July 23, 1878.
Vinzent, Carrie A.	June 14, 1889.
Vivian, Calthea C.	March 17, 1890.
Vollmar, Bertha T.	April 8, 1889.
Voris, Elizabeth M.	November 6, 1880.
Vrooman, Charles M.	September 20, 1889.
Wade, Nettie	May 4, 1888.
Wade, Ada	January 2, 1886.
Wadleigh, Mary N.	December 26, 1879.
Walbridge, Jeannie	July 23, 1878.
Walden, Alice C.	July 12, 1886.
Waldron, Miss Helen R.	May 28, 1879.
Waldron, S. A.	September 29, 1879.
Walker, Clara M.	July 29, 1885.
Walker, E. H.	May 28, 1879.
Walker, Charles J.	July 12, 1886.
Walker, Cornelia	March 13, 1879.
Walker, C. M.	September 29, 1879.
Wallace, Alma	March 13, 1879.
Wallace, George W.	May 1, 1883.
Wallace, J. T.	September 29, 1879.
Wallace, W. B.	March 28, 1878.
Wallace, Frank S.	January 27, 1881.
Wallace, Emma	April 8, 1889.
Walsh, Mrs. Fannie L. (duplicate)	July 12, 1886.
Walsh, Katie	January 23, 1885.
Walsh, Miss Nellie E.	June 1, 1876.
Walsh, Ida C.	September 29, 1879.
Walter, Mrs. C. S.	September 24, 1878.
Walter, Cynthia C. N.	December 27, 1888.
Walter, Emlyn S.	August 20, 1881.
Walton, Mrs. Clara	August 20, 1881.
Walton, Miss A. E.	December 26, 1879.
Ward, Fannie	April 1, 1882.
Ward, Sampson L.	August 20, 1881.
Ward, Alice B.	December 23, 1886.
Ward, Thomas B.	December 23, 1886.
Ward, Florence	June 14, 1889.
Warnick, James W.	July 16, 1883.
Warren, E. N.	October 26, 1877.
Warren, R. B.	July 12, 1870.
Warren, Annie C.	February 9, 1884.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Warren, George Watters	February 3, 1887.
Wash, W. A.	March 13, 1879.
Washburn, Georgia.	March 28, 1878.
Waterbury, Harriet E.	January 2, 1886.
Waterman, S. D.	November 11, 1871.
Waters, Mrs. C. K.	December 13, 1872.
Watson, B. J.	June 1, 1875.
Watson, Miss Lizzie J.	June 22, 1874.
Watson, Mrs. M. L.	June 23, 1878.
Watson, Miss Mary J.	June 3, 1872.
Watson, N. Flotilla	September 29, 1879.
Way, Mary A.	May 28, 1879.
Webb, Mary E.	December 26, 1879.
Webb, Holton.	June 14, 1889.
Webb, Hayward.	March 17, 1890.
Webb, Esther Belle.	June 14, 1889.
Webb, Nellie L.	December 13, 1889.
Webber, Frederic E.	January 23, 1885.
Webster, Miriam.	March 28, 1879.
Webster, Calvin B.	July 29, 1885.
Webster, Reginald H.	May 4, 1888.
Weed, Alice.	March 30, 1886.
Weed, Ida B.	September 20, 1889.
Weeks, Mrs. J. M.	March 13, 1879.
Weeks, G. W.	September 29, 1879.
Weeks, Mattie C.	May 28, 1879.
Weeks, M. L.	May 5, 1877.
Weeks, Annie C.	December 26, 1879.
Weinmann, Louis.	July 12, 1886.
Weir, Helen.	May 5, 1877.
Weir, Sarah J.	December 15, 1883.
Wells, Alice M.	March 30, 1886.
Wells, James.	July 12, 1886.
Wells, Maggie J.	July 16, 1883.
Wells, Addie H.	September 1, 1877.
Wells, Thomas N.	January 23, 1885.
Wells, J. C.	May 28, 1879.
Wells, Laura H.	March 14, 1871.
Wells, Laura H.	January 27, 1882.
Welsh, Eliza G.	January 23, 1885.
Welsh, Madge A.	November 10, 1883.
Welton, A. T.	December 26, 1879.
Wemple, E. L.	September 29, 1879.
Wermuth, Hamilton.	March 14, 1871.
West, Laomer.	November 3, 1883.
West, Georgia A.	March 17, 1890.
Westby, Miss L. M.	January 26, 1879.
Westfall, Martha W.	July 12, 1886.
Westfall, Mary J.	July 12, 1886.
Weston, Ada.	March 28, 1878.
Weston, Augusta M.	August 9, 1884.
Wetmore, Octavia.	June 13, 1881.
Wheaton, Clara.	August 20, 1881.
Wheaton, Ann S.	March 13, 1879.
Wheeler, Alanson.	July 23, 1878.
Wheeler, Mrs. J. D.	September 29, 1879.
Wheeler, Mary L.	April 1, 1882.
Wheelock, Dorcas.	May 28, 1879.
Wheelock, Mrs. D. B.	November 28, 1873.
Whirlow, Hattie E.	November 22, 1884.
White, Clarence M.	December 26, 1879.
White, Miss Louisa E.	January 5, 1875.
White, Silas A.	November 11, 1871.
White, T. B.	December 13, 1872.
White, T. W.	March 28, 1878.
White, William.	June 20, 1878.
White, Elizabeth.	July 13, 1882.
White, Mary J.	January 27, 1831.
White, Jennie H.	June 14, 1888.
White, Richard.	May 4, 1888.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
White, Sarah E.	December 23, 1886.
White, Mrs. Martha A.	September 20, 1889.
Whitehurst, Sarah F.	June 14, 1889.
Whitehurst, Thomas W.	March 28, 1878.
Whitesides, Jennie	July 12, 1886.
Whitmon, John H.	December 23, 1886.
Whittemore, Benjamin F.	March 17, 1883.
Wible, Anna A.	December 26, 1879.
Wickes, John T.	March 28, 1878.
Wideman, James	October 26, 1877.
Wilber, M. C.	March 13, 1879.
Wilber, Katie H.	July 13, 1882.
Wilbur, E. W.	March 28, 1878.
Wilcox, Nettie B.	November 10, 1888.
Wiley, Harley R.	July 29, 1886.
Wilkes, Laura	March 24, 1886.
Wilkins, Mrs. Kate M.	September 20, 1889.
Wilkinson, Joseph B.	July 29, 1886.
Willard, Robah C.	January 23, 1886.
Wiley, Oscar	June 18, 1881.
Williams, Hattie F.	January 27, 1881.
Williams, Mary E.	January 27, 1881.
Williams, Mercy C.	September 30, 1886.
Williams, Eugene A.	July 12, 1886.
Williams, W. J. G.	November 25, 1869.
Williams, Alexander M.	August 8, 1887.
Williams, David	September 20, 1889.
Williamson, Emelie	November 12, 1888.
Willis, Oscar J.	April 1, 1882.
Willis, William L.	November 6, 1880.
Wilson, Horace	December 26, 1879.
Wilson, W. R.	December 26, 1879.
Wilson, George W.	July 23, 1878.
Wilson, Mary E.	January 23, 1886.
Wilson, H. R.	March 14, 1871.
Wilson, H. C.	May 5, 1877.
Wilson, James K.	June 1, 1875.
Wilson, John L.	January 2, 1886.
Wilson, Eulalie A.	June 13, 1881.
Wilson, Emma A.	June 14, 1888.
Wilson, Tem M.	September 20, 1889.
Wilson, Washington	June 13, 1890.
Wing, Florence D.	December 31, 1887.
Winchester, Sarah A.	August 20, 1881.
Winchel, Fabius Maximus	March 17, 1890.
Winn, A. T.	May 5, 1877.
Winn, Charlotte C.	March 13, 1879.
Winston, Mrs. Lizzie M.	December 26, 1879.
Wise, Charles T.	August 9, 1884.
Wise, Mrs. H. A.	September 24, 1878.
Witherow, Samuel N.	January 23, 1886.
Witherow, John	December 26, 1879.
Withington, Augusta	July 23, 1878.
Witt, Thomas J.	July 16, 1883.
Wittenmyer, Clara K.	July 12, 1886.
Wixson, J. S.	March 13, 1879.
Wolfe, Alice M.	December 23, 1886.
Wood, C. T.	May 5, 1877.
Wood, Jesse	May 28, 1879.
Wood, Anna L.	July 29, 1886.
Wood, Mrs. N. A.	November 11, 1876.
Wood, Emerson	June 12, 1880.
Wood, Susie M.	November 6, 1880.
Wood, Miss Theo.	December 26, 1879.
Wood, E. Alfaretta	April 8, 1889.
Woodbury, W. W.	September 24, 1878.
Woodin, Mary P.	December 31, 1887.
Woodman, Charles A.	January 27, 1882.
Woodman, Margaret E. H.	March 13, 1879.
Woodman, Mrs. S. Marie	March 28, 1878.

LIFE DIPLOMAS—Continued.

NAMES.	When Issued.
Woods, Samuel S.	July 12, 1886.
Woods, Charles H.	May 1, 1888.
Woods, James L.	March 13, 1879.
Woods, Miss Bettie	March 13, 1879.
Woodruff, Miss Frances A.	July 12, 1870.
Woodward, Mrs. A. W.	December 4, 1876.
Woodward, Miss N. Z.	September 1, 1877.
Woodward, F. J.	December 26, 1879.
Woodworth, Mrs. Janette E.	June 1, 1876.
Wooll, Hattie L.	October 26, 1877.
Wooster, M. Helen	July 29, 1885.
Wooster, Carrie E.	June 13, 1890.
Worley, Florence N.	March 17, 1890.
Worth, Lettie M. G.	December 16, 1882.
Worthen, Mary J.	January 2, 1886.
Worthen, G. W.	July 13, 1880.
Worthing, Warren W.	December 31, 1887.
Wright, Ida E.	September 29, 1879.
Wright, Mamie S.	December 16, 1882.
Wright, Mrs. A. E.	January 29, 1876.
Wright, Emily V.	September 10, 1886.
Wright, Abby P.	March 26, 1878.
Wright, Mary L.	December 16, 1882.
Wright, Isaac	December 26, 1879.
Wright, John M.	November 6, 1880.
Wright, Martin V.	December 26, 1879.
Wright, Mrs. Sallie G.	September 17, 1881.
Wulff, Benjamin F.	July 29, 1885.
Wyllie, Alfred L.	September 30, 1885.
Wynne, Mary I.	June 4, 1887.
Wythe, Margaret	September 20, 1889.
Wymore, Mrs. Maria A.	March 17, 1890.
Yager, John G.	February 9, 1888.
Yager, Myron	May 28, 1879.
Yarnal, Bennett	March 28, 1878.
Yates, W. A.	June 22, 1874.
Yates, Lizzie	August 20, 1881.
Yorke, Jennie H.	July 29, 1885.
York, John, Jr.	July 23, 1878.
Young, Thomas L.	April 8, 1889.
Young, Frederic O.	July 16, 1883.
Young, Albert	September 24, 1878.
Young, W. H.	March 25, 1885.
Young, Belle	September 29, 1879.
Young, Nestor A.	September 29, 1879.
Young, John W.	March 30, 1886.
Young, Mrs. Mary A.	January 27, 1882.
Young, Rachel	August 8, 1887.
Youngman, Amanda M.	July 13, 1882.
Zimmerman, William	May 5, 1877.
Zumwalt, Virginia P. S.	April 1, 1882.

HOLDERS OF LIFE DIPLOMAS WHO HAVE DIED PREVIOUS TO JUNE 30, 1890.

NAMES.	When Issued.
Anderson, George P.	May 28, 1879.
Austin, Miss Minnie F.	December 27, 1866.
Badgley, O. E.	July 23, 1878.
Banks, Jerome	December 26, 1879.
Bateman, J. K.	May 28, 1879.
Beardsley, Lewis A.	July 29, 1885.
Benson, Annie E.	December 16, 1882.
Bonner, W. G.	September 1, 1887.
Bowling, Mattie	January 2, 1886.
Bradley, Theodore	December 27, 1876.
Brier, Kirk W.	March 28, 1878.

HOLDERS OF LIFE DIPLOMAS DECEASED—Continued.

NAMES.	When Issued.
Campbell, E. S.	March 13, 1879.
Carver, H. E.	December 26, 1879.
Casebolt, Miss M. A.	June 3, 1872.
Clarence, Henry	July 29, 1885.
Crothers, Miss M. I.	March 28, 1878.
Dodge, W. C.	June 22, 1874.
Egenhoff, William D.	November 22, 1884.
Elkins, Achia E.	March 28, 1878.
Fonda, Charles E.	May 5, 1877.
Gabriel, Mrs. C. E.	June 22, 1874.
Garrison, Gazena.	January 29, 1876.
Gates, Milo H.	August 9, 1884.
Goin, J. W.	September 29, 1879.
Goodcell, Minnie A.	July 16, 1883.
Greer, Mary L.	August 20, 1881.
Hall, Mrs. Elizabeth	January 27, 1881.
Hickey, Kate M.	November 10, 1883.
Hill, Whitman H.	March 14, 1871.
Houghton, George E.	April 22, 1876.
Howell, S. S.	September 1, 1877.
Humphrey, E. D.	May 27, 1868.
Humphrey, Mrs. Mary	September 17, 1881.
Jamison, J. H. S.	December 26, 1879.
Kennedy, Kate	November 11, 1876.
Kerr, Naomi B.	August 20, 1881.
Landes, F. L.	November 11, 1876.
Lichtenthaler, Miss Mary	July 23, 1878.
Lindsay, Calvin	June 13, 1881.
Lowry, H. N.	December 26, 1879.
Mariner, R. K.	December 26, 1866.
McBrown, Alva	December 26, 1879.
McConnell, Harriet	September 29, 1879.
McDonald, W. P.	January 5, 1875.
Morgan, Mrs. L. A.	December 13, 1872.
Morris, George F.	September 24, 1867.
Neal, R. J.	September 29, 1879.
Norton, Henry B.	March 13, 1879.
Paulk, C. C.	May 28, 1879.
Peachy, F. A.	March 13, 1879.
Pearson, Dana C.	December 4, 1875.
Persing, Georgia	September 24, 1878.
Peterson, Peter P.	July 16, 1883.
Reed, L. W.	July 12, 1870.
Rowell, W. K.	December 27, 1877.
Smith, George	May 28, 1879.
Stowell, Miss M. E.	June 3, 1872.
Sullivan, Miss Kate	June 3, 1872.
Tait, George	December 27, 1866.
Taylor, Mary A.	September 30, 1885.
Temple, Miss Emma	November 28, 1873.
Thurston, Emma L.	May 4, 1883.
Wade, Margaret	April 26, 1876.
Wayman, John F.	August 9, 1884.
Wood, Mrs. E. A.	June 3, 1872.
Wozencraft, W. R.	May 28, 1879.

LIFE DIPLOMAS REVOKED.

NAMES.	When Issued.
Bragdon, H. H.	July 23, 1878.
Burch, Samuel N.	May 28, 1870.
Cowan, Marion F.	August 9, 1884.
Kennedy, Gano	December 26, 1879.
King, Charles A.	July 12, 1866.
Sabin, Isaac A.	April 8, 1889.
Watkins, Emory	January 5, 1875.

LIFE DIPLOMAS CANCELED.

NAME.	When Canceled.
Ross, Martha M.	January 2, 1886.

EDUCATIONAL DIPLOMAS.

NAMES.	Expres.
Aaron, Blanche M.	December 13, 1895.
Abbe, Frank B.	March 17, 1896.
Abrams, Dora L.	November 10, 1894.
Abrams, Rachel.	June 4, 1893.
Abshire, Callie A.	June 14, 1894.
Adair, Joseph A.	August 9, 1890.
Adams, Henry C.	November 10, 1894.
Adams, Emma E.	March 17, 1896.
Adams, Mary A.	April 8, 1895.
Aldersen, Emma.	June 14, 1894.
Aldrich, Lititia S.	December 31, 1893.
Aldrich, Lelia E.	March 30, 1891.
Allen, Mary E.	November 10, 1894.
Alexander, Rebecca.	January 23, 1891.
Ames, Kate.	September 20, 1895.
Anderson, Frank.	July 29, 1891.
Anderson, Eugene B.	September 10, 1892.
Anderson, Helen.	December 23, 1892.
Anderson, Julia.	November 22, 1890.
Angier, Emma.	March 30, 1891.
Anthony, Adam L.	August 8, 1893.
Angell, Naomi.	January 23, 1891.
Angelo, Kittie.	June 14, 1894.
Apperson, Carrie A.	December 31, 1893.
Apperson, Rosa.	July 29, 1891.
Armstrong, Albert M.	March 24, 1891.
Armstrong, Joseph D.	March 17, 1896.
Arndt, Nina E.	December 31, 1893.
Arvidson, Anna M.	September 10, 1892.
Ashley, Pallas N.	June 13, 1896.
Asmus, Elise M.	July 12, 1892.
Atwater, Lizzie G.	February 3, 1893.
Atherton, Hattie E.	April 8, 1895.
Augustine, Martha.	July 29, 1891.
Aubury, Mary E.	May 4, 1894.
Aull, Laura.	November 10, 1894.
Aull, Clara E.	March 24, 1891.
Austin, John H.	August 9, 1890.
Ayer, Maud G.	September 20, 1895.
Badgley, Maretta E.	March 17, 1896.
Badgley, Emma.	March 17, 1896.
Bailey, Amanda L.	April 8, 1895.
Baird, Edward E.	December 13, 1895.
Baird, Fred. G.	December 13, 1895.
Bainbridge, Jessie.	September 20, 1895.
Bainbridge, Barry M.	September 20, 1895.
Baker, Arthur E.	November 10, 1894.
Baldwin, Maurice H. B.	February 3, 1893.
Ball, Mattie C.	January 23, 1891.
Balthis, Mary L.	December 23, 1892.
Bandy, Nellie L.	August 9, 1890.
Barker, Frankie.	July 12, 1892.
Barker, Albert C.	September 20, 1895.
Barnes, Bessie P.	September 20, 1895.
Barnes, Margaret S.	January 2, 1892.
Barrett, Lizzie.	August 9, 1890.
Barrows, Annie W.	January 2, 1892.
Barry, Thomas J.	May 4, 1894.
Barry, Norman J.	September 20, 1895.
Barry, Mary E.	June 14, 1895.
Barr, James A.	March 17, 1896.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Barnett, Carrie	December 13, 1895.
Barton, Rose V.	June 14, 1895.
Barton, Clara	September 20, 1895.
Bassett, Maria L.	June 14, 1894.
Bassham, Minnie C.	November 10, 1894.
Batchelder, Kate C.	February 3, 1893.
Bates, Clara	July 12, 1892.
Baugh, Arthur E.	June 14, 1895.
Beardsley, Emma F.	November 22, 1890.
Beattie, George W.	November 10, 1894.
Beauchamp, Delia	April 8, 1895.
Beckwith, Caroline	June 13, 1893.
Beckham, Lizzie L.	December 23, 1892.
Beggs, Ettie W.	September 10, 1892.
Behrens, Louise K.	November 10, 1894.
Belcher, Mary S.	January 22, 1891.
Benjamin, Harriet W.	April 1, 1893.
Benn, Mary E.	June 14, 1895.
Benoit, Joseph F.	April 8, 1895.
Bennett, Fannie	May 4, 1894.
Bennett, John B.	August 8, 1893.
Bennett, Nettie N.	January 2, 1892.
Bennett, Ida M.	January 2, 1892.
Benson, Susie L.	September 30, 1891.
Benson, Laura E.	May 4, 1894.
Berdine, Carrie	March 24, 1891.
Berger, Robert	August 9, 1890.
Berger, John B.	July 29, 1891.
Bergin, Eugenie M.	September 30, 1891.
Bergson, Emma L.	September 30, 1891.
Bettis, Laura H.	June 14, 1894.
Bibby, William R.	June 14, 1895.
Bingham, George K.	June 13, 1893.
Billingsley, Mattie A.	June 4, 1893.
Bissell, Cornelia H.	December 31, 1895.
Bither, Benj. J.	November 10, 1894.
Blair, Alice	August 8, 1893.
Blake, Margaret	July 29, 1891.
Bland, H. Meade	September 20, 1895.
Bledsoe, Sallie A.	August 9, 1890.
Bledsoe, Sophia	December 23, 1892.
Bliss, Mary A.	September 30, 1891.
Blivin, Fannie M.	September 30, 1891.
Blodgett, Ida L.	September 30, 1891.
Blue, Lillie	April 1, 1893.
Blumb, Lena F.	December 31, 1893.
Blumb, Amelia C.	July 29, 1891.
Boettcher, Polly	August 8, 1893.
Boggs, Jefferson D.	July 12, 1892.
Booth, Phebe A.	July 12, 1892.
Boman, Paul	September 20, 1895.
Boulware, Alice S.	November 22, 1890.
Boukofsky, Rebecca M.	September 20, 1895.
Bowler, Ella	September 20, 1895.
Bowers, Lillian	March 24, 1891.
Boyd, Amelia T.	June 14, 1894.
Braden, Helen	December 31, 1893.
Bradley, Mollie	June 4, 1893.
Brazelle, Anna	June 14, 1894.
Breckenfeld, Meta C.	January 23, 1891.
Brett, Mabel E.	December 23, 1892.
Brier, Kittie E.	March 17, 1895.
Brincard, Katie A.	July 12, 1892.
Brink, Eulalia A.	November 10, 1894.
Bristol, Maud K.	November 10, 1894.
Brockett, Charles E.	December 13, 1895.
Brogan, Kate E.	January 23, 1891.
Bronson, Fannie	July 29, 1891.
Brooks, Lillie B.	August 8, 1893.
Brooks, Marie E.	March 24, 1891.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Bromly, Kate T.	November 10, 1894.
Brown, Carrie P.	December 23, 1892.
Brown, Esther.	August 8, 1893.
Brown, Minnie.	December 31, 1893.
Brown, Mary L.	April 1, 1893.
Brown, Ada F.	November 10, 1894.
Brown, Harry O.	September 10, 1892.
Brown, Frances A.	July 12, 1892.
Brown, Floribel.	July 29, 1891.
Brown, Bella C.	July 29, 1891.
Brown, Cora.	June 13, 1896.
Brown, Mary.	March 17, 1896.
Brown, Nellie M. B.	September 20, 1895.
Brown, Georgia.	September 20, 1895.
Brown, Kate.	June 14, 1895.
Bruch, Louisa E.	March 17, 1896.
Brud, Helen E.	December 23, 1892.
Brunhouse, Mary C.	November 10, 1894.
Bryant, Paul.	January 2, 1892.
Bryant, Arthur W.	September 30, 1891.
Bryson, Jennie E.	November 10, 1894.
Buckley, Helen F.	November 10, 1894.
Buckley, Anson E.	September 20, 1895.
Buckelew, Minnie E.	August 9, 1890.
Bull, Henry R.	January 2, 1892.
Bunnell, Alice.	March 24, 1891.
Burbank, Helen A.	November 10, 1894.
Burnett, Alson G.	April 8, 1895.
Burnett, Anna D.	July 12, 1892.
Burnham, Lucretia.	December 31, 1893.
Burr, Henry A.	April 1, 1893.
Burr, Isabel D.	April 8, 1895.
Burrell, Fred. C.	April 1, 1893.
Burns, Robert F.	January 2, 1892.
Burton, Millie C.	September 20, 1895.
Burt, Augusta E.	September 30, 1891.
Bush, Lizzie R.	May 4, 1894.
Butean, Samuel H.	December 31, 1893.
Buterbaugh, Daniel S.	December 31, 1893.
Butterfield, Norah H.	December 31, 1893.
Byron, Teresa.	June 13, 1896.
Byrne, Julia.	April 8, 1895.
Calhoun, Virginia.	September 20, 1895.
Caldwell, Charles J.	January 2, 1892.
Cady, Mary C.	January 23, 1891.
Cahalin, Gertrude H.	September 10, 1892.
Caminetti, Ella E.	February 3, 1893.
Campbell, William H.	March 30, 1892.
Campbell, Charles W.	November 22, 1890.
Campbell, Nettie L.	March 17, 1896.
Campbell, Florella.	September 20, 1895.
Candee, Kate H.	December 31, 1893.
Carey, Elmer.	July 29, 1891.
Carlin, William H.	August 9, 1890.
Carly, Emma.	August 9, 1890.
Carmichael, Albert.	August 8, 1893.
Carpenter, Will R.	November 10, 1894.
Carpenter, Ida M.	December 23, 1892.
Carpenter, Jennie M.	June 14, 1895.
Carpenter, Mary E.	June 14, 1895.
Carlyon, James.	April 8, 1895.
Carothers, Ella.	June 13, 1896.
Carroll, Laura.	March 30, 1892.
Carson, Elizabeth.	May 4, 1894.
Cartmell, William C.	July 29, 1891.
Cartwright, George W.	September 20, 1895.
Carville, Henrietta E.	December 27, 1894.
Carver, Lucinda J.	January 2, 1892.
Case, Charles H.	November 22, 1890.
Casey, Mary E.	July 29, 1891.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Caughey, Frank L.	May 4, 1894.
Chambaud, Sarah	March 17, 1896.
Chambaud, Angelina	September 10, 1892.
Chamberlain, Mattie L.	July 12, 1892.
Chambers, George H.	August 8, 1893.
Chapman, Florence A.	January 2, 1892.
Chapman, Mary L.	August 9, 1890.
Chapman, Hervey W.	April 1, 1893.
Chapman, Jessie	June 13, 1896.
Chase, Ella B.	April 8, 1896.
Chance, Lulu M.	March 17, 1896.
Chandler, Willard R.	April 8, 1896.
Chew, Mary F.	November 10, 1894.
Child, Emma R.	November 10, 1894.
Church, Emma F.	April 8, 1896.
Clark, Alice J.	March 24, 1891.
Clark, David C.	September 30, 1891.
Clark, Charlotte K.	November 22, 1890.
Clark, Ida E.	November 10, 1894.
Clarke, Kate F.	December 31, 1893.
Clark, Cora L.	April 8, 1896.
Claypool, Mary F.	July 29, 1891.
Claypool, Carrie	September 10, 1892.
Clayes, Lola B.	April 8, 1896.
Clayton, Mrs. Kate	December 13, 1896.
Clayton, Ida M.	June 13, 1896.
Cleland, Mary L.	April 8, 1896.
Clement, Clara	November 10, 1894.
Clements, Chas. C.	May 4, 1894.
Cline, Annie	November 10, 1894.
Clothier, Edith L.	November 10, 1894.
Coady, Ida A.	December 31, 1893.
Cochrane, Annie	June 13, 1896.
Coffey, Alexander B.	August 9, 1890.
Coffman, James T.	January 23, 1891.
Colbert, Peter E.	November 22, 1890.
Colby, Alice E.	July 12, 1892.
Colehan, Eliza A.	August 8, 1893.
Colehan, Mary J.	May 4, 1894.
Coleman, Elvira	March 17, 1896.
Collins, Bertha I.	August 8, 1893.
Colton, Lena	July 12, 1892.
Coltrine, Hugh	December 31, 1893.
Conger, Florence	July 12, 1892.
Conn, Isabella	August 8, 1893.
Conant, Agnes P.	September 20, 1895.
Connell, William J.	March 17, 1896.
Connor, George S.	April 8, 1896.
Connors, Margaret E.	August 9, 1890.
Cook, Mary	December 31, 1893.
Coombs, S. Leslie	March 17, 1896.
Combs, M. Sue	March 17, 1896.
Cooper, Ina	September 30, 1891.
Copeland, Lawrence	November 10, 1894.
Copsey, Reese	May 17, 1894.
Corcoran, Alice C.	May 4, 1894.
Cory, Ben. Brodie	November 10, 1894.
Corrigall, John W.	May 5, 1894.
Cortilyon, Lizzie A.	November 22, 1890.
Cottrell, Emma	February 3, 1893.
Cove, Emily A.	July 12, 1892.
Covington, Flora	March 30, 1892.
Cowie, Charlotte	November 10, 1894.
Cowley, Florence A.	November 22, 1890.
Cox, Herbert E.	August 8, 1893.
Cozzens, Jerusha A.	January 2, 1892.
Crane, Willimena W.	January 23, 1891.
Crane, Martha	July 12, 1892.
Crane, Thos. J.	March 17, 1896.
Craig, Elizabeth	December 23, 1892.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Cranmer, William S.	July 12, 1892.
Crawford, Crockett M.	November 10, 1894.
Crawford, Addie S.	March 17, 1896.
Creed, Walter M.	November 10, 1894.
Creighton, Ella.	April 1, 1893.
Crocker, Mollie L.	December 31, 1893.
Crofton, Emma C.	November 22, 1890.
Crofts, Francis E.	December 27, 1894.
Cross, Lillian A.	September 20, 1895.
Cronemiller, Mattie J.	December 27, 1894.
Cronemiller, Mary M.	August 9, 1890.
Crowley, Lizzie E.	March 30, 1892.
Cruikshank, Mrs. Eugenie	December 13, 1895.
Crump, Nadine.	April 8, 1895.
Crum, Alice M.	August 8, 1893.
Cullen, Louise A.	November 10, 1894.
Cullen, Jennie.	April 8, 1895.
Cullen, Lulu R.	June 14, 1895.
Cullinan, Lizzie W.	July 12, 1892.
Curran, Abbie H.	December 31, 1893.
Curran, Henry J.	December 31, 1893.
Curry, Margaret B.	December 31, 1893.
Curtis, Corinna M.	December 13, 1895.
Curtis, Nellie E.	December 31, 1893.
Curtis, Nellie F.	February 3, 1893.
Curtis, Joanna F.	November 22, 1890.
Cushing, Edward A.	January 23, 1891.
Cushman, William E.	April 8, 1895.
Daly, Clara.	August 8, 1893.
Daly, Ellen.	June 4, 1893.
Dalzell, Anna M.	November 10, 1894.
Daniels, Celia	March 17, 1896.
Danielwitz, Charlotte E.	July 12, 1892.
Darling, Annie.	September 20, 1895.
Davidson, Amy	August 8, 1893.
Davis, Simeon A.	March 24, 1891.
Davis, Dora	December 31, 1893.
Davis, Fannie St. G.	August 8, 1893.
Davis, Nellie S.	February 3, 1892.
Davis, Sarah A.	May 4, 1894.
Day, Mariana	December 13, 1895.
Deacon, Ada L.	June 13, 1893.
Debnam, Emma	March 17, 1896.
De Brish, Louis	August 9, 1890.
Demuth, Eva L.	November 10, 1894.
Deuel, Annie.	April 8, 1895.
Derrick, Alice L.	June 14, 1895.
Derry, Annie E.	June 14, 1894.
Desmond, Maggie	August 9, 1890.
Devine, Winifred G.	March 17, 1896.
Devol, Lillian	August 8, 1893.
De Wolfe, Flora I.	April 8, 1895.
De Zaldo, Mary E.	July 12, 1892.
Diehl, Clara M.	September 20, 1895.
Dihel, Elizabeth	April 8, 1895.
Dickerson, William O.	September 30, 1891.
Dickey, Sabina F.	November 22, 1890.
Dickson, Mary L.	November 22, 1890.
Dinwiddie, Nellie	December 23, 1892.
Dippel, Alice E.	June 13, 1896.
Dippel, Philip.	December 27, 1894.
Disbrow, Henrietta E.	February 3, 1892.
Dixon, Anna E.	May 4, 1894.
Doan, Agnes C.	July 12, 1892.
Doan, Hattie A.	June 13, 1896.
Dodge, Inez B.	December 13, 1895.
Dodge, William E.	March 30, 1892.
Dodson, Alice M.	August 9, 1890.
Dodson, Nellie M.	December 27, 1894.
Doheny, Louise J.	August 9, 1890.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Doherty, Emma.....	June 4, 1893.
Doherty, Emma L.....	November 10, 1894.
Doherty, Kate.....	December 23, 1892.
Dolman, Annie L.....	December 31, 1893.
Donnelly, Ida J.....	February 3, 1892.
Donnelly, Sara F.....	November 10, 1894.
Donovan, Laura.....	April 8, 1895.
Doran, Alice R.....	July 29, 1891.
Dorsey, Florence E.....	May 4, 1894.
Douglas, Green L.....	July 29, 1891.
Dower, Mary.....	December 31, 1893.
Downey, Thomas.....	April 8, 1895.
Downing, Ida L.....	June 13, 1896.
Downing, Andrew E.....	November 10, 1894.
Downs, Blanche L.....	August 9, 1890.
Dows, Josephine.....	November 10, 1894.
Doyal, Wilbur.....	July 29, 1891.
Doyle, Jennie E.....	July 12, 1892.
Doyle, Jennie E.....	June 14, 1894.
Doyle, Otis M.....	September 20, 1895.
Doyle, Mary T.....	December 13, 1895.
Drake, Carrie L.....	November 10, 1894.
Drappo, Virginia E.....	January 23, 1891.
Dudley, Annie E.....	May 4, 1894.
Duffy, Alicia A.....	December 13, 1895.
Duncan, Luella.....	July 29, 1891.
Duncan, Clara L.....	December 31, 1893.
Duncan, Belle.....	September 30, 1891.
Duncan, Lillie.....	March 17, 1896.
Dunlap, Lizzie A.....	September 20, 1895.
Dunn, Susie M.....	April 8, 1895.
Dunn, Hettie A.....	December 31, 1893.
Dunstone, Selina.....	May 4, 1894.
Durkin, Lulu F.....	December 31, 1893.
Durner, Tillie.....	September 20, 1895.
Duval, Annie T.....	May 4, 1894.
Dwyer, Anna M.....	November 22, 1890.
Easton, Celesta.....	September 20, 1895.
Easton, Elizabeth.....	July 29, 1891.
Ecker, Mrs. Alberta M.....	March 17, 1896.
Eckhart, Amanda.....	June 14, 1895.
Ede, Alice L.....	June 14, 1895.
Eddy, Andrew W.....	July 16, 1890.
Eddy, Evelyn C.....	January 2, 1892.
Edgerton, Charles L.....	February 3, 1893.
Edmonson, Emma F.....	August 8, 1893.
Edwards, Lizzie.....	April 8, 1895.
Edwards, Della R.....	December 31, 1893.
Effey, Agnes.....	August 8, 1893.
Egan, Josephine.....	April 8, 1895.
Egenhoff, Mary L.....	December 23, 1892.
Egl, Helene.....	July 12, 1892.
Eilers, Pauline.....	December 23, 1892.
Elder, Ida E.....	April 8, 1895.
Eliot, Helen A.....	May 4, 1894.
Elliott, Charles T.....	September 10, 1892.
Elliott, Mary.....	November 22, 1890.
Elliott, Mamie E.....	July 12, 1892.
Ellis, Coe E.....	November 22, 1890.
Ellis, Minora S.....	December 31, 1893.
Ellison, Sarah G.....	December 31, 1893.
Emery, Nellie F.....	March 17, 1895.
Englebright, Minnie.....	March 24, 1891.
Enlow, Ephraim E.....	May 4, 1894.
Entwistle, Alice J.....	November 10, 1894.
Ephraim, Adeline.....	December 13, 1895.
Estinghausen, Phileta.....	September 20, 1895.
Evans, Alice E.....	September 20, 1895.
Evans, John T.....	June 4, 1893.
Evans, William J.....	January 23, 1891.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Evans, Cicero P.	July 29, 1891.
Everett, Alice.	December 23, 1892.
Everett, Grace E.	May 4, 1894.
Exley, Sarah E.	August 9, 1890.
Fahey, Maggie A.	June 13, 1896.
Fairchild, Carrie S.	July 29, 1891.
Fairfield, Sadie F.	November 10, 1894.
Farley, Cornelia.	September 30, 1891.
Farley, Lizzie S.	August 8, 1893.
Farley, Rose E.	August 8, 1893.
Farmer, Lou.	September 20, 1895.
Farrell, Maggie R.	February 3, 1893.
Farrell, Mary F.	November 10, 1894.
Faulding, Anna C.	May 4, 1894.
Fay, Rose.	December 23, 1892.
Fay, Alvin.	January 2, 1892.
Fay, Julia F.	June 14, 1895.
Fay, Mrs. Nannie E.	June 13, 1896.
Feeny, Ella.	September 30, 1891.
Fennell, Marguerite A.	June 4, 1893.
Finch, Sabra A.	June 4, 1893.
Finnie, Belle.	August 9, 1890.
Fischer, Jennie.	January 28, 1891.
Fisher, Charles M.	July 29, 1891.
Fisher, Ella P.	November 22, 1890.
Fisher, Alice.	July 12, 1892.
Fitzgerald, Richard J.	August 8, 1893.
Fitzpatrick, Jessie D.	March 17, 1896.
Fitzsimmons, Mary S.	June 14, 1895.
Flaherty, Belle.	June 4, 1893.
Flemming, Sarah W.	June 14, 1895.
Fletcher, Nellie P.	December 23, 1892.
Floden, Karl.	July 12, 1892.
Fogg, Alida M.	August 8, 1893.
Folsom, Hiram.	July 29, 1891.
Ford, Howard.	January 2, 1892.
Ford, Plin.	September 30, 1891.
Ford, Ellen M.	September 30, 1891.
Ford, Walter J.	December 13, 1895.
Forward, Ella J.	June 14, 1895.
Foss, Carrie S.	December 13, 1895.
Fountain, Maggie L.	November 10, 1894.
Fowler, Bell.	July 29, 1891.
Fox, Sarah.	November 10, 1894.
Foy, Ella.	July 12, 1892.
Franks, Esther.	January 2, 1892.
Franklin, Fannie M.	December 27, 1894.
Fratzer, Abbie M.	July 29, 1891.
Frazee, Hattie M.	September 30, 1891.
Freeman, Callie.	August 9, 1890.
Freeman, Frances.	August 9, 1890.
Freeman, Clarkson P.	June 4, 1893.
Frederick, Aaron W.	September 20, 1895.
Fuller, Eugenie.	December 31, 1893.
Fuller, Flora M.	November 10, 1894.
Furlong, Anna M.	September 10, 1892.
Gabriel, Mrs. Annie J.	March 17, 1896.
Gaddis, Mary.	November 22, 1890.
Gale, Ella.	December 23, 1892.
Gall, Mary M.	May 4, 1894.
Gallagher, Ettie M.	May 4, 1894.
Gallagher, Cora.	July 29, 1891.
Gallagher, Nellie R.	April 8, 1895.
Gallagher, Mary S.	December 13, 1895.
Gallagher, Annie M.	December 27, 1894.
Gallimore, Frances.	December 23, 1892.
Galloway, Martha S.	February 3, 1893.
Galloway, Allen R.	January 2, 1892.
Gardner, Elmer E.	November 10, 1894.
Garlick, Etha F.	December 23, 1892.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Garrison, Spencer C.	August 8, 1893.
Garrison, Albert G.	December 3, 1894.
Garner, John.	June 14, 1895.
Garness, Emma F.	September 20, 1895.
Garvin, Sadie	May 4, 1894.
Gassaway, Arthur D.	March 30, 1892.
Gay, Adella	January 23, 1891.
Gay, Walter L.	September 20, 1895.
Geis, Mrs. Sarah E.	March 17, 1896.
Geary, Ella B.	September 20, 1895.
Getchell, Nettie	September 10, 1892.
Gilbert, Kate.	April 8, 1895.
Gilchrist, Sophia J.	November 10, 1894.
Giles, May F.	September 10, 1892.
Gill, John J.	November 10, 1894.
Gill, Maggie A.	April 8, 1895.
Gillis, Inie M.	March 30, 1892.
Gilliam, Delia	December 23, 1892.
Gillmore, Eva	December 23, 1892.
Gillmore, Susie M.	January 2, 1892.
Gilmartin, Julia F.	November 22, 1890.
Gilmer, Kate	November 22, 1890.
Given, Horace R.	January 23, 1891.
Glenn, Alvar C.	June 13, 1896.
Glover, Arthur W. (duplicate)	March 30, 1892.
Goldman, Julia E.	January 23, 1891.
Goldsmith, Ada	November 22, 1890.
Gooch, Emma A.	July 29, 1891.
Good, Rachel.	February 3, 1893.
Gordon, Mary Q.	September 10, 1892.
Gosbey, Perley F.	January 2, 1892.
Gould, Melissa F.	July 12, 1892.
Gove, Lilla B.	August 9, 1890.
Gower, Hattie F.	April 8, 1895.
Graebe, Mattie J.	September 30, 1891.
Graffelman, Lucinda	December 23, 1892.
Graham, Minnie E.	March 17, 1896.
Grant, Emily	November 10, 1894.
Graves, Sadie H.	November 10, 1894.
Gray, Carrie	March 24, 1891.
Gray, Bessie S.	July 12, 1892.
Gray, William C.	April 8, 1895.
Green, Floride	June 13, 1896.
Green, Annie E.	December 31, 1893.
Green, Mary B.	December 31, 1893.
Greenlaw, Flora M.	July 12, 1892.
Greenman, Ella E.	December 31, 1893.
Greenwell, Virginia I.	August 8, 1893.
Gregory, Jessie B.	June 13, 1896.
Greer, Lizzie B.	September 20, 1895.
Griffin, Lizzie M.	December 31, 1893.
Griffin, Ellen.	November 22, 1890.
Griffith, John M.	September 20, 1895.
Griffiths, H. Mary	January 2, 1892.
Grimm, Adele L.	March 30, 1892.
Grinstead, J. Russell	May 4, 1894.
Grover, Minnie E.	September 20, 1895.
Grubbs, Clara M.	November 10, 1894.
Grunig, Louis H.	June 14, 1894.
Grunsky, Mattie K.	May 4, 1894.
Gullick, Charles F.	August 9, 1890.
Guthrie, Finis W.	March 24, 1891.
Hager, Hattie J.	August 9, 1890.
Hagerty, Annie M.	December 31, 1893.
Haile, J. Henry	May 4, 1894.
Hails, Abbie J.	January 2, 1892.
Hahmann, Lottie C.	November 10, 1894.
Hall, George W.	September 30, 1893.
Hall, Frances M.	December 31, 1893.
Hall, Ida S.	June 4, 1893.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Hall, Ida L.	May 4, 1894.
Hall, M. Ella	December 23, 1892.
Hall, William S.	February 3, 1893.
Hamilton, Charles C.	March 30, 1892.
Hamilton, Florence N.	January 2, 1892.
Hamilton, Robert J.	March 30, 1892.
Hamilton, Arthur L.	September 20, 1895.
Hammond, Etta E.	May 4, 1894.
Hampton, Crittenden	December 23, 1892.
Hampton, Lizzie M.	December 31, 1893.
Handy, Savanna	September 10, 1892.
Hanlon, Amelia J.	July 12, 1892.
Hanscom, Si. L.	August 8, 1893.
Hanscom, Mary W.	June 14, 1895.
Hanson, Mary M.	March 17, 1893.
Hansen, John H.	December 23, 1892.
Harby, Rosalie	November 22, 1890.
Harper, Sarah E.	June 13, 1896.
Harper, Jeanette	December 27, 1896.
Harrell, Alfred	December 27, 1894.
Harrier, Louis G.	January 23, 1891.
Harrigan, Josephine	December 31, 1893.
Harrigan, Lizzie B.	November 10, 1894.
Harrington, Julia	December 23, 1892.
Harrington, Agnes	June 14, 1895.
Harris, Marian H.	May 4, 1894.
Harry, Charles R.	December 31, 1893.
Harrow, Gertrude D.	July 29, 1891.
Hart, Joseph C. B.	July 29, 1891.
Hasty, Eva	August 8, 1893.
Hathaway, Emma S.	July 12, 1892.
Haun, Mary F.	July 29, 1891.
Hausch, Anna B.	August 8, 1893.
Hayburn, Marguerita E.	January 2, 1892.
Hayden, Carrie M.	December 23, 1892.
Haydon, Sarah F.	November 22, 1890.
Haynes, Daniel P.	September 20, 1895.
Hays, Florence	September 20, 1895.
Hazen, Ella M.	September 30, 1891.
Heacock, Carrie L.	June 4, 1893.
Head, Charles M.	May 4, 1894.
Heald, Etta E.	June 14, 1894.
Heath, Virginia D.	January 2, 1892.
Heaton, Hattie B.	June 14, 1894.
Heaton, Jessie A.	March 17, 1896.
Heard, Lucy	March 17, 1896.
Heffernan, Thomas H.	June 14, 1894.
Henicke, Emma M.	November 10, 1894.
Henion, Lillian	July 12, 1892.
Hennessy, John E.	August 9, 1890.
Hennessy, James S.	May 4, 1894.
Henrich, Karl	December 31, 1893.
Heeney, Mary Ella	March 17, 1896.
Henry, Kate	November 10, 1894.
Henry, Margaret R.	July 12, 1892.
Henry, Nellie	September 10, 1892.
Herman, Ida B.	September 20, 1895.
Herd, Lillie M.	March 17, 1896.
Hertz, Regina	April 8, 1895.
Herren, William, Jr.	January 23, 1891.
Herrington, Rachel H.	November 10, 1894.
Hersum, Henrietta	November 10, 1894.
Hershiser, William A.	July 12, 1892.
Hession, Kate E.	November 22, 1890.
Hiester, Ida M.	January 23, 1891.
Higgins, Annie	January 23, 1891.
Hilke, Louise J.	August 8, 1893.
Hill, Mary E.	December 27, 1894.
Hillman, Jennie C.	November 22, 1890.
Hinckley, Kate G.	December 31, 1893.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Hinkson, Lucy J.	December 13, 1895.
Hitchcock, Belle	August 8, 1893.
Hitchcock, Helen M.	November 22, 1890.
Hixon, Isadore	April 8, 1895.
Hetzel, Lenah	March 30, 1892.
Hobe, Sophia A.	November 22, 1890.
Hodson, Casper W.	June 13, 1896.
Hodgson, Joe E.	December 23, 1892.
Hodghead, Beverly L.	September 20, 1895.
Hogshead, Clara E.	September 20, 1895.
Hoit, Fannie	September 10, 1892.
Hoitt, Clara	February 3, 1893.
Holbrook, Eva	July 12, 1892.
Holland, Emma	November 22, 1890.
Hollopeter, Elmer E.	August 9, 1890.
Holmes, Emma D.	January 2, 1892.
Holton, Edee P.	July 12, 1892.
Holyer, Sidney Ella	April 1, 1893.
Hook, Mary E.	May 4, 1894.
Hook, Hattie C.	March 17, 1896.
Hooper, Frank W.	August 8, 1893.
Hoppe, Clara A.	November 10, 1894.
Hopps, May E.	November 10, 1894.
Hopkins, Minnie W.	September 20, 1895.
Hornback, Julia	December 23, 1892.
Horrigan, Sarah M.	May 4, 1894.
Hornshy, Annie L.	April 8, 1896.
Horton, Marie	December 13, 1895.
Hosmer, Phébe L.	November 10, 1894.
Houchins, Edward A.	January 23, 1891.
Houston, Jennie	December 31, 1893.
Howard, F. Jennie	July 12, 1892.
Howell, Minnie W.	December 31, 1893.
Howland, George D.	November 10, 1894.
Huber, Blanche	November 10, 1894.
Huffaker, Anthony	April 1, 1893.
Hughes, Ida E.	April 1, 1893.
Hughes, Emma A.	July 12, 1892.
Hughes, Robert E.	March 17, 1896.
Humphrey, Alice L.	January 2, 1892.
Humphrey, Thomas W.	May 4, 1894.
Hunt, Ida L.	November 22, 1890.
Hunt, Thomas H.	March 17, 1896.
Hunt, Bertha R.	June 13, 1896.
Hunter, Edgar	August 8, 1893.
Hunter, Hattie	February 3, 1893.
Hurd, Hetty	January 23, 1891.
Hurley, Mary E.	August 8, 1893.
Ingalls, Mrs. Ethel Stone	September 20, 1895.
Ingalls, Amelia A.	March 24, 1891.
Ingram, George	January 23, 1891.
Ingram, Henry Clay	August 8, 1893.
Irons, Charles E.	June 14, 1895.
Ives, Cassie L.	November 10, 1894.
Jackson, Etta H.	April 8, 1895.
Jameson, Jennie	January 2, 1892.
Jamison, Mary E.	August 8, 1893.
Jamison, Eugenia	November 10, 1894.
Jared, Mary C.	August 9, 1890.
Jenkins, Mary A.	July 29, 1891.
Jenne, Mary E.	December 31, 1892.
Jensen, Emma M.	September 20, 1895.
Jepson, Mary E.	June 14, 1893.
Johnson, Annie M. (City of Oakland)	May 4, 1894.
Johnson, Annie M. (Sacramento County)	May 4, 1894.
Johnson, Katie E.	July 12, 1892.
Johnson, Minnie G.	January 23, 1891.
Johnson, Helen M.	January 2, 1892.
Johnson, Wells B.	July 12, 1892.
Johnson, Lottie J.	September 20, 1895.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Johnston, Petra.....	March 17, 1896.
Johnston, Fannie E.....	June 13, 1896.
Johnston, Mollie B.....	December 9, 1890.
Jones, Ella M.....	December 23, 1892.
Jones, Josie F.....	December 31, 1893.
Jones, Lillia R.....	December 31, 1893.
Jones, Laura G.....	November 10, 1894.
Jones, Mary.....	December 31, 1893.
Jones, Mary L.....	November 10, 1894.
Jones, Charles E.....	June 13, 1896.
Juergens, Annie R.....	August 8, 1893.
Kane, Mary A.....	August 9, 1890.
Kane, Emma G.....	April 8, 1896.
Kaplan, Maria E.....	November 22, 1890.
Karatar, Angele C.....	November 10, 1894.
Karz, Anna B.....	December 23, 1892.
Keady, Maggie T.....	September 20, 1895.
Kean, Kathleen E.....	December 13, 1896.
Keating, Hattie M.....	September 20, 1895.
Keating, Mary E.....	December 31, 1893.
Keefe, Anna.....	May 4, 1894.
Keep, Hattie R.....	December 31, 1893.
Keith, Fannie.....	August 8, 1893.
Kelley, Ella.....	July 12, 1892.
Kelly, Honnie H.....	June 14, 1896.
Kellogg, Charles M.....	September 30, 1891.
Kendall, Flora C.....	May 4, 1894.
Kennedy, Annie M.....	December 23, 1892.
Kennedy, Cora W.....	May 4, 1894.
Kennedy, Wm. C.....	December 31, 1893.
Kennedy, Kittie.....	March 17, 1896.
Kerlin, Charles W.....	February 3, 1893.
Kerrins, Mamie.....	December 31, 1893.
Kershaw, Nellie.....	November 10, 1894.
Killey, Mrs. Clara S.....	March 17, 1896.
King, Lizzie.....	July 12, 1892.
King, Anna A.....	January 2, 1892.
King, Alicia A.....	August 9, 1890.
Kissling, Rosa.....	July 29, 1891.
Kitto, Marguerite L.....	December 31, 1893.
Klippel, Emilia C.....	August 9, 1890.
Knapp, Martha M.....	September 10, 1892.
Knauer, Frank S.....	November 10, 1894.
Knight, Mary E.....	November 10, 1894.
Knight, Lillian J.....	July 12, 1892.
Knowlton, George H.....	November 22, 1890.
Knowlton, Lydia A.....	January 2, 1892.
Kobicke, Sophie.....	June 14, 1896.
Kollinger, Kate A.....	April 1, 1893.
Kopp, Lilly.....	March 17, 1896.
Kraus, Lulu G.....	September 20, 1895.
Kroll, Effie L.....	June 4, 1893.
Kuhlman, Marcellus A.....	March 17, 1896.
LaGrave, Mrs. Mattie.....	September 20, 1895.
Lahaney, Mary E.....	April 8, 1896.
Lahiff, James T.....	June 14, 1896.
Langenour, Lillie.....	August 8, 1893.
Lalande, Alice H.....	July 12, 1892.
Lamb, Cora.....	March 30, 1892.
Landes, Fannie H.....	June 4, 1895.
Lane, Annie E.....	September 20, 1895.
Langam, Gurdon S.....	July 29, 1891.
Larew, John S.....	September 11, 1892.
Larky, George E.....	December 23, 1897.
Larkin, Thomas P.....	December 23, 1892.
Larsen, Mary Ann.....	August 8, 1893.
Latham, Charles E.....	March 17, 1896.
Lathrop, Matilda E.....	June 4, 1893.
Lathrop, Martha A.....	June 4, 1893.
Laughlin, Lizzie.....	March 30, 1892.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Leadbetter, Hattie A.	April 8, 1896.
Leahy, Alice	February 3, 1893.
Leake, Amelia	November 10, 1894.
Learned, Emily G.	November 22, 1890.
Leathers, Mary	June 12, 1892.
Lee, Alice P.	November 22, 1890.
Lee, Mattie	June 14, 1896.
Leet, Cynthia P.	May 4, 1894.
Leggett, Cordelia	July 12, 1892.
Lemon, Florence	March 17, 1896.
Lennon, Kate L.	July 12, 1892.
Leonard, Jennie M.	November 22, 1890.
Leonard, Grace E.	September 11, 1892.
Leviele, Blanche	April 8, 1896.
Levy, Julia	June 4, 1893.
Lewis, Johanna C.	December 23, 1892.
Lewis, Frances R.	December 31, 1893.
Lewis, Laura M.	December 31, 1893.
Lewis, Minnie	December 9, 1890.
Lewis, Abbie L.	January 2, 1892.
Lichtenberg, Fannie	July 12, 1892.
Lieginger, Kate	June 14, 1896.
Limbaugh, Minnie L.	May 4, 1894.
Lindsay, Carl	September 11, 1892.
Lipowitz, Ellen A.	August 9, 1890.
Little, Charles S.	June 4, 1893.
Little, Dillie E.	December 31, 1893.
Lobdell, Hattie A.	March 17, 1896.
Logan, Ella L.	March 17, 1896.
Lords, Ella M.	August 8, 1893.
Loree, Warren	September 20, 1896.
Lorigan, Annie F.	July 29, 1891.
Loring, Nellie R.	July 29, 1891.
Lotman, B. Dena	May 4, 1894.
Loughlin, Daisy A.	April 8, 1896.
Lovejoy, Emma	December 13, 1895.
Lowrey, Nellie F.	June 13, 1896.
Lowery, Maggie E.	December 31, 1893.
Lowry, Ida M.	December 23, 1892.
Luckey, Bertha M.	December 27, 1894.
Luckey, George W. A.	December 27, 1894.
Lucy, Nellie E.	April 8, 1895.
Lumsden, Martha L.	March 17, 1896.
Lumsden, Fannie L.	August 8, 1893.
Lynch, Maggie M.	August 8, 1893.
Lynch, Mary A.	September 20, 1896.
Lynch, Josephine	April 8, 1896.
Lynch, Willis	June 13, 1896.
Lynch, Mary E.	April 8, 1896.
Lynch, Oscar J.	April 8, 1896.
Lynch, Harry W.	September 20, 1896.
Lyon, William H.	November 22, 1890.
Lyon, Ada	August 8, 1893.
Macauley, Sarah H.	November 10, 1894.
Mack, Oscar E.	August 9, 1890.
Macken, Margaret T.	April 8, 1896.
Macevoy, Minnie C.	March 17, 1896.
MacLeod, Emma B.	June 14, 1896.
Madden, Adelia E.	August 8, 1893.
Madden, Mary L.	November 22, 1890.
Maddocks, Erminia	January 2, 1892.
Madrill, Ella	August 9, 1890.
Maher, Minnie	December 31, 1893.
Mahoney, Eily S.	November 10, 1894.
Mahoney, Margaret J.	December 23, 1892.
Mahoney, Lizzie T.	December 13, 1896.
Malcolm, William	July 29, 1891.
Malcolm, Norman B.	July 12, 1892.
Mallock, James	November 22, 1890.
Mallon, Grace	April 1, 1893.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Malone, Annie	March 25, 1891.
Mallory, George W.	April 8, 1895.
Manasse, Franz L.	May 4, 1894.
Mandeville, Kate	November 10, 1894.
Mann, James M.	November 22, 1890.
Mannen, Lily M.	November 10, 1894.
Mannseau, Annie	May 4, 1894.
Mantz, Robert W.	December 13, 1895.
Marden, Minnie A.	July 12, 1892.
Martin, Abbie L.	December 13, 1895.
Martin, Emelie L.	April 8, 1895.
Martin, Alice M.	March 30, 1892.
Martin, Clara E.	May 4, 1894.
Martin, Frank P.	December 23, 1892.
Martin, Lillie A.	February 3, 1893.
Mason, Cannie	November 10, 1894.
Mason, Leola I.	November 10, 1894.
Mathews, Mack	July 12, 1892.
Mathews, Lizzie	April 1, 1893.
Matterson, Erastus P.	September 10, 1891.
Maxwell, Mary E.	November 22, 1890.
Maxwell, Annie D.	September 30, 1891.
Maxwell, Cyrus H.	February 3, 1893.
May, Ada	May 4, 1894.
Mayne, Bessie J.	December 13, 1895.
McAdams, Ida	August 9, 1890.
McAuliffe, Mary	July 12, 1892.
McCabe, Ella	August 9, 1890.
McCann, Margaret E.	August 9, 1890.
McCann, Pearl	August 9, 1890.
McCann, Fred. W.	April 8, 1895.
McCarthy, Ella L.	April 8, 1895.
McCarthy, Julia L.	March 17, 1896.
McCarthy, Nellie M.	January 23, 1891.
McCarty, John L.	July 29, 1891.
McCauley, Mary	January 23, 1891.
McCauley, Annie	September 10, 1892.
McClatchy, Ella K.	September 20, 1895.
McClellan, Ruth	April 8, 1895.
McClenathan, Birdie	November 10, 1894.
McConnell, Nettie V.	June 14, 1894.
McCormick, Lizzie J.	August 8, 1893.
McClery, Ella G.	July 12, 1892.
McClosky, Mary A.	May 4, 1894.
McCorkell, Lizzie	September 30, 1891.
McCormick, Flora	July 29, 1891.
McCracken, Catherina A.	April 8, 1895.
McCray, Ella L.	February 3, 1893.
McCrory, Mary	July 29, 1891.
McDonald, Ida V.	March 24, 1891.
McDonald, Eugenie R.	March 24, 1891.
McDonald, Mary	January 2, 1892.
McDonald, Thomas H.	December 23, 1892.
McDonnell, Louise A.	June 13, 1895.
McElroy, Nellie	September 30, 1891.
McFarlane, Laura	November 10, 1894.
McGaughey, Lizzie J.	November 22, 1890.
McFeely, Susie M.	September 20, 1895.
McGlinchey, Mary	July 2, 1892.
McGrann, Cora F.	July 12, 1892.
McGuire, Blanche A.	December 31, 1893.
McGuire, Minnie	May 4, 1894.
McHarry, Mattie	November 10, 1894.
McHugh, Mary C. T.	December 23, 1892.
McIntyre, George W.	June 4, 1893.
MacKay, William M.	November 10, 1894.
McKean, Lizzie	August 8, 1893.
McKenzie, Lizzie	January 2, 1892.
McKenzie, Helen	June 14, 1895.
McKnight, Henry H.	January 2, 1892.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
McLaren, Jennie	September 20, 1895.
McLaughlin, James H.	April 8, 1895.
McLaughlin, Abbey	September 20, 1895.
McLean, Mary H.	March 24, 1891.
McLean, Mary E.	December 31, 1893.
McManus, Mary C.	May 4, 1894.
McManus, Mollie	September 20, 1895.
McMillen, Clara	March 17, 1896.
McNeely, Ella C.	November 10, 1894.
McNichols, Maggie	August 9, 1890.
McNutt, Porter S.	August 8, 1893.
McPhail, Fannie A.	March 24, 1891.
McReynolds, Olula	March 17, 1896.
McVenn, Gertie E.	November 22, 1890.
Meehan, Maggie G.	July 29, 1891.
Meehan, Rose	November 10, 1894.
Meek, Mary E.	December 31, 1893.
Meador, Eliza L.	September 20, 1895.
Meamber, Kate	June 14, 1895.
Megerle, Lisetta	December 9, 1890.
Melly, Albion S.	May 4, 1894.
Mellette, Josiah H.	January 23, 1891.
Merchant, Ella F.	November 22, 1890.
Merritt, Alice J.	May 4, 1894.
Merry, Nellie	June 14, 1895.
Merriam, Ella F.	June 14, 1895.
Metcalf, Jennie D.	March 24, 1891.
Meyers, Lena	November 22, 1890.
Meyerstein, Frederica	June 14, 1895.
Michaels, Abbie M.	September 11, 1892.
Mikesell, Andrew J.	July 12, 1892.
Miley, Annette D.	November 10, 1894.
Miller, Sallie C.	January 2, 1892.
Miller, Eda	January 23, 1891.
Miller, Hattie E.	September 11, 1892.
Miller, Belle	July 29, 1891.
Miller, Nellie J.	July 12, 1892.
Miller, Lizzie	December 13, 1895.
Millhone, Belle	December 31, 1893.
Mills, Freeman B.	November 10, 1894.
Mills, Carrie M.	March 17, 1896.
Miner, Eda L.	August 8, 1893.
Minor, Grace D.	November 22, 1890.
Mitchell, James H.	August 9, 1890.
Mitchell, Belle	July 12, 1892.
Mitchell, Bertie	June 14, 1894.
Mitchell, Charles H.	September 20, 1895.
Mitchell, Mrs. Lizzie	March 17, 1896.
Mock, Clara E.	September 11, 1892.
Mogean, Maggie M.	February 3, 1893.
Monaghan, Lizzie C.	December 23, 1892.
Monroe, Joseph J.	March 30, 1892.
Montgomery, Clara	April 1, 1893.
Montgomery, Rosetta M.	December 9, 1890.
Mooney, Fannie	November 10, 1894.
Moore, Lizzie B.	December 23, 1892.
Moore, Mary E.	December 23, 1892.
Moore, Marguerite M.	April 1, 1893.
Moore, Ida M.	June 14, 1895.
Moore, Mattie A.	June 14, 1895.
Morehouse, H. May	December 13, 1895.
Morey, Fanny	March 24, 1891.
Morgan, Belle M.	August 8, 1893.
Morgan, Mary E.	December 27, 1894.
Morris, E. Clarissa	September 20, 1895.
Morris, Mary E.	August 9, 1890.
Morrow, Sarah	July 12, 1892.
Morton, Clayton E.	May 4, 1894.
Morton, Frank	July 12, 1892.
Moulton, Mrs. Edith	June 13, 1896.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Mulgrew, Alice M.	January 2, 1892.
Mulgrew, Mary T. A.	April 1, 1893.
Muller, Carl	August 9, 1890.
Muncey, Clara L.	September 11, 1892.
Munday, Alice	January 2, 1892.
Munday, Pamela H.	August 8, 1893.
Murch, Cartina	March 24, 1891.
Murdock, Grace R.	August 9, 1890.
Murnan, Frank T.	August 9, 1890.
Murphy, Anna C.	July 29, 1891.
Murphy, Ella F.	January 2, 1892.
Murray, Henry W.	July 12, 1892.
Needham, Harry B.	December 31, 1893.
Nelson, Thomas A.	December 31, 1893.
Newcum, Anna	November 10, 1894.
Newman, Kate	November 10, 1894.
Newton, Frankie L.	June 13, 1893.
Newton, Henry B.	March 17, 1896.
Nicholson, Elmie	March 17, 1896.
Nicewonger, Mrs. Agnes H.	December 13, 1896.
Niemann, Emily	July 12, 1892.
Nilon, Frank T.	August 9, 1890.
Norris, Albert	December 23, 1892.
Norris, Lizzie O.	March 17, 1896.
Norton, Mary E.	September 20, 1895.
Norton, Andrea	November 10, 1894.
Nuner, William M., Jr.	April 3, 1896.
O'Brien, Lizzie G.	June 14, 1896.
O'Brien, Annie T.	April 1, 1893.
O'Brien, Katie M.	November 10, 1894.
O'Connor, Mary	July 12, 1892.
O'Donnell, Sarah	December 31, 1893.
O'Donoughue, M. F.	November 22, 1890.
O'Farrell, Thomas	August 8, 1893.
Ogden, Esther E.	May 4, 1894.
Ogden, Nellie M.	June 13, 1896.
O'Hanlon, Fannie	June 4, 1895.
O'Hara, Kate F.	September 30, 1891.
O'Hara, Minnie L.	November 10, 1894.
Oliver, Mollie	September 30, 1891.
O'Linder, Selma B.	April 8, 1896.
Olmstead, Alma M.	December 31, 1893.
O'Mara, Joanna M.	December 23, 1892.
O'Neil, Kittie	January 2, 1892.
O'Reardon, Josie	August 9, 1890.
O'Rourke, Mamie	November 10, 1894.
O'Shaughnessy, Mary E.	June 13, 1896.
Orr, John A.	April 8, 1895.
Ortega, Caupolican	July 29, 1891.
Orton, Fannie B.	July 12, 1892.
Osborn, Fannie P.	July 12, 1892.
Osborne, Annis	August 9, 1890.
Ottmer, Florence H.	December 23, 1892.
Ousley, Clara M.	November 10, 1894.
Owen, Mae	July 29, 1891.
Owens, Sarah L.	August 9, 1890.
Owens, Mollie	June 14, 1895.
Paine, Maggie A.	August 8, 1893.
Palmer, Almira	June 13, 1896.
Palmer, Alice	September 20, 1895.
Pardow, Carrie L.	July 29, 1891.
Parker, Lizzie A.	July 12, 1892.
Parker, Hattie	November 22, 1890.
Parker, Phoebe L.	April 8, 1895.
Parks, Myra A.	September 30, 1891.
Parsons, Agnes M.	June 4, 1893.
Patten, Frances A.	July 29, 1891.
Patterson, Alma	July 29, 1891.
Patterson, Laura	February 3, 1895.
Patton, Libbie H.	July 29, 1891.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Patton, Della	August 9, 1890.
Pearce, Maud M.	September 20, 1895.
Peaslee, Mrs. Maud M.	March 17, 1896.
Pedrick, William L.	May 4, 1894.
Pemberton, James E.	March 24, 1891.
Pence, William M.	December 23, 1892.
Peters, Frances A.	December 23, 1892.
Petray, Henry C.	December 27, 1894.
Pfeiffer, Laura	August 8, 1893.
Phelan, Ella	January 2, 1892.
Phillips, Thomas J.	November 22, 1890.
Phillips, Lucy U.	July 12, 1892.
Phillips, Etta	December 27, 1894.
Phillips, Mary E.	March 17, 1896.
Pillott, Mary	August 9, 1890.
Piper, Bertha L.	July 29, 1891.
Piper, Lillian A.	August 9, 1890.
Piper, Kingsbury B.	May 4, 1894.
Plumado, Mary E.	August 8, 1893.
Plummer, Amos W.	September 10, 1892.
Plummer, Charles B.	April 8, 1895.
Poage, Carrie	June 14, 1895.
Polhemus, Mary E.	November 22, 1890.
Pope, Libbie	September 10, 1892.
Porter, Annie S.	June 14, 1895.
Potter, Lulu	June 13, 1896.
Potter, Mary F.	September 20, 1895.
Powers, Vesta	August 8, 1893.
Pratt, Marion W.	June 13, 1896.
Prather, Emma L.	April 8, 1895.
Price, Edward B.	January 23, 1891.
Price, Mary Patton	June 4, 1893.
Proctor, Bertie E.	April 8, 1895.
Provost, Emma H.	December 31, 1893.
Pryal, Ella G.	September 20, 1895.
Pullman, Mary S.	December 27, 1894.
Purcell, Mary	June 14, 1895.
Purdy, Carlton	November 22, 1890.
Quimby, Eliza M.	September 30, 1891.
Raelet, Victorine M.	March 24, 1891.
Radford, Cassie	November 22, 1890.
Ragland, Rufus E.	June 13, 1896.
Raines, John W.	August 9, 1890.
Ralph, Cora B.	January 2, 1892.
Ramer, Wilhelmina	March 17, 1896.
Ray, Georgia	September 20, 1895.
Ray, Nellie	September 10, 1892.
Read, Minnie I.	September 20, 1895.
Reed, David C.	January 23, 1891.
Reese, Sara C.	March 30, 1892.
Reddin, Seldon E.	November 10, 1894.
Reilly, Regina	December 13, 1895.
Reinstein, Lena A.	November 22, 1890.
Remington, Carrie L.	August 9, 1890.
Renfro, James H.	July 12, 1892.
Renwick, Louise	December 31, 1893.
Reynolds, James E.	March 17, 1896.
Reynolds, May B.	December 13, 1895.
Richardson, Ada	December 31, 1893.
Richardson, Henry J.	July 12, 1892.
Richardson, Noble A.	August 9, 1890.
Riddle, Myrtle M.	June 14, 1895.
Riddell, George G.	April 8, 1895.
Riebsam, Henrietta E.	December 31, 1893.
Riely, Spurgeon	March 17, 1896.
Rigdon, Rufus	March 30, 1892.
Riley, George E.	May 4, 1894.
Riley, Margaret M.	December 31, 1893.
Ringo, M. Enna	July 12, 1892.
Rinehart, Annie L.	June 13, 1896.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Ritter, Franklin W.	December 9, 1890.
Rixon, Minnie A.	December 31, 1893.
Robert, Mary C.	March 17, 1896.
Robins, Helen A.	April 8, 1896.
Robertson, Minnie	June 14, 1896.
Robinson, Mary J.	August 9, 1890.
Roche, Tessie J.	May 4, 1894.
Rockwell, Bertha M.	December 13, 1896.
Rodden, Lizzie	April 8, 1896.
Rodgers, Charles H.	September 10, 1892.
Rogers, Fanny W.	November 10, 1894.
Rogers, Leonora	September 30, 1891.
Rogers, Lucy A.	September 20, 1896.
Roelke, Carrie A.	March 17, 1896.
Roelke, Sophia E.	December 23, 1892.
Rollins, Annie	December 23, 1892.
Roney, W. H.	September 30, 1891.
Roney, Ella E.	December 27, 1894.
Roney, Louise G.	April 8, 1896.
Rooney, Minnie	July 12, 1892.
Ross, Ella R.	January 2, 1892.
Ross, Angeline	June 13, 1896.
Ross, Clara C.	March 30, 1892.
Ross, Lizzie E.	July 12, 1892.
Rowe, Katie R.	November 10, 1894.
Rowell, Ruth F.	December 31, 1893.
Rubell, William T.	March 30, 1892.
Russell, Florence M.	November 22, 1890.
Russell, Annie F.	March 24, 1891.
Russell, Ella N.	September 30, 1891.
Russell, George C.	December 23, 1892.
Rutherford, Hettie	November 22, 1890.
Ryan, Nora E.	July 12, 1892.
Sabin, Minnie	August 9, 1890.
Sanford, Alfred W.	January 23, 1891.
Sanford, Paul	November 10, 1894.
Santif, Cecilia C.	November 10, 1894.
Sargent, Effie	November 10, 1894.
Sarles, Mrs. Julia R.	March 17, 1896.
Sawyer, Warren H.	June 13, 1896.
Scheier, Hattie	June 14, 1896.
Schilling, Lena	June 14, 1896.
Schendel, Ada	December 31, 1893.
Schoen, Lillie	December 31, 1893.
Scholl, Emma	December 13, 1896.
Scott, James	March 17, 1896.
Scott, Josephine	December 31, 1893.
Scott, W. H.	September 30, 1891.
Sears, Laura B.	September 20, 1896.
Sellman, George W.	April 1, 1893.
Selling, Eugenia	November 22, 1890.
Senter, Maggie M.	July 29, 1891.
Seward, Anna A.	July 12, 1892.
Sexton, Caroline M.	August 9, 1890.
Sexton, Juliet L.	March 17, 1896.
Sevier, Denver	March 24, 1891.
Sharkey, Minnie E.	July 29, 1891.
Shaw, Ida E.	May 4, 1894.
Shaw, Jeannette	May 4, 1894.
Shaw, Lorena L.	September 20, 1896.
Shattuck, Mattie H.	September 20, 1896.
Sheehan, Johanna C.	August 8, 1893.
Sheets, Anna E.	April 1, 1893.
Sheets, William H.	May 4, 1894.
Shelton, James R.	February 3, 1895.
Shepherd, Eva L.	December 23, 1892.
Sherer, Dora	July 29, 1891.
Sherman, Elizabeth M.	November 10, 1894.
Sherwood, Julia C.	May 4, 1894.
Shine, Nellie	June 13, 1896.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Shippee, Minnie H.	May 4, 1894.
Sibley, Lillian E.	September 20, 1895.
Simms, Esther	April 8, 1895.
Simmons, Katie	July 29, 1891.
Simmons, James H.	July 12, 1892.
Simons, Fred. W.	August 9, 1890.
Simmonds, Amanda	September 20, 1895.
Simpson, Lela A.	June 13, 1896.
Simpson, Cora A.	April 1, 1893.
Simpson, Emma J.	July 29, 1891.
Simpson, Sarah A.	July 12, 1892.
Sisson, William H.	August 9, 1890.
Skahaen, Hannah	August 9, 1890.
Skinner, Mary E.	August 8, 1893.
Slack, Katie F.	November 10, 1894.
Sledge, Sallie L.	March 17, 1896.
Sleep, William A.	November 10, 1894.
Smalley, Frances A.	April 8, 1895.
Smalley, Lelia M.	April 8, 1895.
Smale, John G.	March 17, 1896.
Smiley, Helen M.	August 8, 1893.
Smith, Preston W.	July 12, 1892.
Smith, Mattie	July 12, 1892.
Smith, Louisa	April 8, 1895.
Smith, Rebecca B.	September 20, 1895.
Smith, Maggie A.	December 27, 1894.
Smith, Helen A.	June 13, 1896.
Smith, Mary A.	April 8, 1895.
Smith, Addie G.	May 4, 1894.
Smith, Alice	August 8, 1893.
Smith, Clarence S.	December 23, 1892.
Smith, Emma E.	August 8, 1893.
Smith, Landrum	May 4, 1894.
Smith, May L.	December 31, 1893.
Smith, Sara A.	April 1, 1893.
Smith, Ida M.	November 22, 1890.
Smith, Legrand S.	July 29, 1891.
Smith, Lida	September 30, 1891.
Smith, Walter C.	March 30, 1892.
Smith, James L.	March 30, 1892.
Smyth, Jennie	August 9, 1890.
Smyth, S. Kate	May 4, 1894.
Snapp, Emma H.	March 17, 1896.
Snell, Joel A.	December 31, 1893.
Snodgrass, David S.	July 29, 1891.
Snowden, Florence	July 29, 1891.
Somers, Lelia	January 23, 1891.
Southworth, Maud A.	April 8, 1895.
Sowle, Etta	August 9, 1890.
Spaulding, Mary E.	August 8, 1893.
Spaulding, Mary F.	November 10, 1894.
Spear, Cora L.	March 30, 1892.
Springsteen, Zella	March 17, 1896.
Sproul, Alice	May 4, 1894.
Stalter, Minnie	March 17, 1896.
Stanfield, Hattie Van A. R.	June 4, 1893.
Staples, Alice L.	March 24, 1891.
Starbird, Attie T.	December 31, 1893.
Starbird, Mary B.	June 14, 1895.
Stebbins, Minnie G.	December 23, 1892.
Steel, John J.	March 17, 1896.
Steinmetz, Alice	February 3, 1893.
Stephens, Annie L.	September 20, 1895.
Stephenson, Nancy J.	June 13, 1896.
Sterling, Nellie	July 29, 1891.
Stern, Augusta	August 9, 1890.
Stern, May	June 13, 1896.
Stewart, Virginia	June 14, 1895.
Stewart, Fannie	March 17, 1896.
Stewart, Mary	February 3, 1893.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Stewart, Nettie.....	November 10, 1894.
Stier, Clara.....	July 12, 1892.
Stilts, Clemence.....	July 29, 1891.
Stimson, Charlotte J.....	March 17, 1896.
Stockton, Emma.....	April 1, 1893.
Stockton, Robert Lee.....	December 31, 1893.
Stoddard, Clara M.....	December 31, 1893.
Stokes, Lizzie H.....	June 14, 1895.
Stone, Walter H.....	September 20, 1895.
Stone, Eugenie B.....	January 2, 1892.
Story, Mary.....	May 4, 1894.
Stovall, Anna M.....	July 29, 1891.
Strang, Francis M.....	September 20, 1895.
Strange, Helen.....	December 13, 1895.
Stringham, Jessie M.....	April 8, 1895.
Strickfield, Annie.....	January 23, 1891.
Strother, Miss Johnnie.....	August 8, 1893.
Sullivan, Ella.....	July 12, 1892.
Sullivan, Annie M.....	December 23, 1892.
Sullivan, Agnes.....	February 3, 1893.
Sullivan, Maggie A.....	November 10, 1894.
Sullivan, Mary G.....	December 31, 1893.
Sullivan, Sarah.....	May 4, 1894.
Summerton, Lizzie.....	August 8, 1893.
Summerville, Letitia.....	August 9, 1890.
Sykes, Francis R.....	June 4, 1893.
Taber, Benjamin P.....	December 23, 1892.
Taber, Ruhannah J.....	December 23, 1892.
Tabor, Cora E.....	April 8, 1895.
Taylor, Richard T.....	September 20, 1895.
Taylor, Herbert L.....	April 8, 1895.
Tenant, Dora.....	March 30, 1892.
Tenbrook, Ada G.....	June 14, 1894.
Tenney, Alfred D.....	March 30, 1892.
Thomas, William P.....	March 24, 1891.
Thompson, Martha B.....	August 8, 1893.
Thompson, Mattie.....	August 8, 1893.
Thompson, Mary E.....	January 2, 1892.
Thompson, Jessie B.....	January 2, 1892.
Tibbits, Mary L.....	September 20, 1895.
Tiedeman, Dora W.....	November 22, 1890.
Todd, Maud H.....	September 30, 1891.
Todd, Nellie L.....	August 8, 1893.
Todd, Mae.....	June 13, 1896.
Tompkins, Rose.....	December 31, 1893.
Towne, Hattie M.....	November 22, 1890.
Torrey, Carrie F.....	December 13, 1895.
Totten, Carrie.....	March 17, 1896.
Townes, Virginia.....	June 13, 1896.
Tracy, Maggie.....	April 8, 1895.
Tracy, Nora.....	April 8, 1895.
Treadwell, Henrietta E.....	June 13, 1896.
Trask, Dummer K.....	August 9, 1890.
Trovinger, Nettie.....	June 4, 1894.
Tubbs, Lottie.....	November 10, 1894.
Tucke, Mercie A.....	November 10, 1894.
Tully, Lizzie P.....	July 29, 1891.
Turner, Mary.....	November 22, 1890.
Turner, William B.....	January 23, 1891.
Turner, Emma L.....	September 20, 1895.
Turner, Martha M.....	June 14, 1895.
Tuttle, Annabel.....	September 20, 1895.
Twining, Nathan C.....	December 31, 1893.
Tyler, May W.....	November 10, 1894.
Tyler, J. Alfred.....	September 20, 1895.
Ulen, Sadie.....	September 10, 1892.
Unger, Annie.....	September 30, 1891.
Updyke, Thos. J.....	December 13, 1895.
Utter, J. F.....	November 10, 1894.
Vandever, Mary.....	July 12, 1892.

EDUCATIONAL DIPLOMAS—Continued.

NAMES.	Expires.
Van Dusen, Marion S.	June 4, 1893.
Van Duyne, Eda M.	November 10, 1894.
Van Eaton, Ida C.	May 4, 1895.
Varcoe, George	August 9, 1890.
Variel, Carrie L.	December 31, 1893.
Vergon, Julius A.	March 17, 1896.
Vest, Thomas A.	December 9, 1890.
Von Glahn, Borchert H.	July 12, 1892.
Vore, Sarah E.	September 20, 1895.
Wagner, Mollie G.	January 23, 1891.
Wagner, Lizzie.	August 9, 1890.
Wagner, Emily J.	December 30, 1892.
Wagner, Simon P.	June 13, 1896.
Waite, Mary E.	May 4, 1894.
Wakefield, Claude B.	September 30, 1891.
Walker, Abraham L.	December 31, 1893.
Walker, Fred.	July 12, 1892.
Walker, Lizzie	March 17, 1896.
Wallace, Emma	August 9, 1890.
Wallace, Mattie C.	July 29, 1891.
Walsh, Lizzie F.	September 30, 1891.
Walsh, Mollie E.	December 27, 1894.
Walsh, Mary V.	December 30, 1892.
Walter, H. Frank	December 30, 1892.
Walton, M. Agnes	June 14, 1894.
Ward, Mary V.	December 30, 1892.
Ward, Thomas P.	December 30, 1892.
Ward, Rose	December 27, 1894.
Warfield, Mary C.	August 9, 1890.
Washburne, Dora B.	December 30, 1892.
Watkins, Kate F.	August 9, 1890.
Watkins, Emma	May 4, 1894.
Watson, Charles N.	June 14, 1894.
Watson, Harry F.	December 31, 1893.
Watson, James Reade.	September 20, 1895.
Wayland, Sarah	June 14, 1895.
Weaver, Carrie J.	June 13, 1896.
Weaver, Annie E.	June 14, 1894.
Webb, Hayward.	June 14, 1894.
Webb, Holton.	July 12, 1892.
Webb, Louis K.	July 29, 1891.
Weber, May Sinnott.	April 1, 1893.
Webber, Louis	September 20, 1895.
Webster, Abbie C.	December 31, 1893.
Webster, Mercedes F.	June 14, 1894.
Webster, Reginald H.	September 30, 1891.
Weed, Howard L.	July 12, 1892.
Week, Annie	July 29, 1891.
Week, Lena	January 12, 1894.
Weeks, Anna M.	August 8, 1893.
Weeks, Flora	January 23, 1891.
Weems, Harry L.	December 13, 1895.
Weir, Minnie E.	July 12, 1892.
Welsh, Madge A.	August 8, 1895.
Werner, Erner	March 17, 1896.
Westerman, Pleasant B.	June 4, 1893.
Weston, Augusta	August 9, 1890.
Westover, Mary L.	June 13, 1896.
Wetherell, Emma L.	March 17, 1896.
Wettig, Anna	May 4, 1894.
White, Jennie H.	July 29, 1891.
White, Winifred	November 22, 1890.
White, Harley M.	December 30, 1892.
White, Mary	March 17, 1896.
White, Mary E.	March 17, 1896.
White, Callie	December 13, 1895.
Whoolley, Kate L.	December 31, 1895.
Wible, Laura E.	May 4, 1894.
Wickersham, Florilla R.	January 2, 1892.
Wilcox, Eugenie B.	May 4, 1894.

EDUCATIONAL DIPLOMAS--Continued.

NAMES.	Expires.
Wilder, Susan W.	November 22, 1890.
Williams, Cecelia A.	February 3, 1893.
Williams, Sarah C.	May 4, 1894.
Williams, Louise A.	June 13, 1896.
Williams, Mercy C.	July 29, 1891.
Williamson, Jessie	January 2, 1892.
Willis, George F.	August 8, 1893.
Wills, Virginia N.	November 10, 1894.
Willson, Ida E.	May 4, 1894.
Wilson, Olive	December 30, 1892.
Wilson, Lewis B.	July 12, 1892.
Wilson, Emma A.	July 12, 1892.
Winchel, Fabius Maximus.	August 8, 1893.
Winchester, Loleta C.	March 24, 1891.
Winter, Jennie.	July 12, 1892.
Winter, Mattie B.	June 13, 1896.
Wood, Annie R.	August 8, 1893.
Wood, Hazel E.	June 14, 1894.
Wood, Job, Jr.	December 9, 1890.
Wood, Magnolia	July 12, 1892.
Wood, Mrs. Flora A.	September 20, 1895.
Woods, Virna	September 20, 1895.
Woodward, Marvin W.	March 24, 1891.
Woodland, Isabella C.	November 10, 1894.
Woodworth, Ella H.	November 10, 1894.
Worthing, Alice.	June 14, 1895.
Wright, Mary B.	July 12, 1892.
Wright, Bertie C.	December 31, 1893.
Wright, Frances P.	May 4, 1894.
Wright, Mary E.	December 31, 1893.
Wyllie, Hattie L.	May 4, 1894.
Wyllie, George W.	November 22, 1890.
Wyllie, Ella T.	March 17, 1896.
Wymore, Maria A.	November 22, 1890.
Wythe, Margaret.	November 22, 1890.
Young, Alice.	November 10, 1894.
Zielian, John J.	June 4, 1893.
Zweybruck, Agnes.	January 2, 1892.
Zweybruck, Edith.	May 4, 1894.

HOLDERS OF EDUCATIONAL DIPLOMAS WHO HAVE DIED PREVIOUS TO
JUNE 30, 1890.

NAMES.	Expires.
Augustine, Marshall.	August 8, 1893.
Dranga, Inanda L.	March 30, 1892.
Miller, Rachel A.	July 29, 1891.
Sanford, Lynn S.	November 10, 1894.
Soule, Ernest.	May 4, 1894.
Soule, Maud.	May 4, 1894.

EDUCATIONAL DIPLOMAS REVOKED.

NAMES.	Expires.
Buckley, Lily.	March 30, 1892.

STATEMENT OF EXPENDITURES.

I hereby certify that I have expended out of the appropriations for this office, other than salaries, from July 1, 1888, to June 30, 1890, the following:

Fortieth Fiscal Year, ending June 30, 1889.

For contingent expenses	\$99 32
For postage, expressage, and telegraphing	803 63
For traveling expenses	1,196 70

Forty-first Fiscal Year, ending June 30, 1890.

For contingent expenses	\$148 26
For postage, expressage, and telegraphing	1,000 00
For traveling expenses	1,301 30

STATE OF CALIFORNIA, }
 County of Sacramento. } ss.

I, Julia B. Hoitt, Deputy Superintendent of Public Instruction of the State of California, do swear that the above and foregoing contains a true and correct statement in detail of the manner in which appropriations for the support of the office of Superintendent of Public Instruction of the State of California, except salaries, were expended from July 1, 1888, to July 1, 1890.

JULIA B. HOITT,
 Deputy Superintendent of Public Instruction.

Subscribed and sworn to before me, this twenty-fourth day of November, eighteen hundred and ninety.

J. S. WILLIAMS,
 Deputy Clerk, Supreme Court.

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ERRATA.

Page 28, line 6, read "Laird" instead of "Lair."

Page 39, line 12, read "Two Readers and one Speller were adopted in September, 1886," instead of "The Readers and Spellers were issued in December, 1886."

Page 39, line 41, read "Government" for "Goverment."

Page 42, line 9, read "Kerl's Common School Grammar, 72," instead of Wells' English Grammar, 36."

Page 42, line 12, read "Total, \$4 90," instead of "Total, \$4 54."

Page 44, line 9, insert "Surveyor-General."

Page 232, name of John R. Brierly, deceased, should be omitted.

Page 286, name of John L. Wilson, deceased, should be omitted.

Page 122, insert "Sacramento City, Private Schools: Sacramento Business College, E. C. Atkinson, Principal; seven teachers, 364 students. Howe's High School, E. P. Howe, Principal. Bainbridge's Business Institute, J. C. Bainbridge, Principal. Crocker Art School, W. F. Jackson, Principal. Christian Bros.' College."

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